slovenščina

Slovene

Language Guide

July 2015
Slovenian 1.2
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Slovene
Grammar Concepts Listed by Function

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

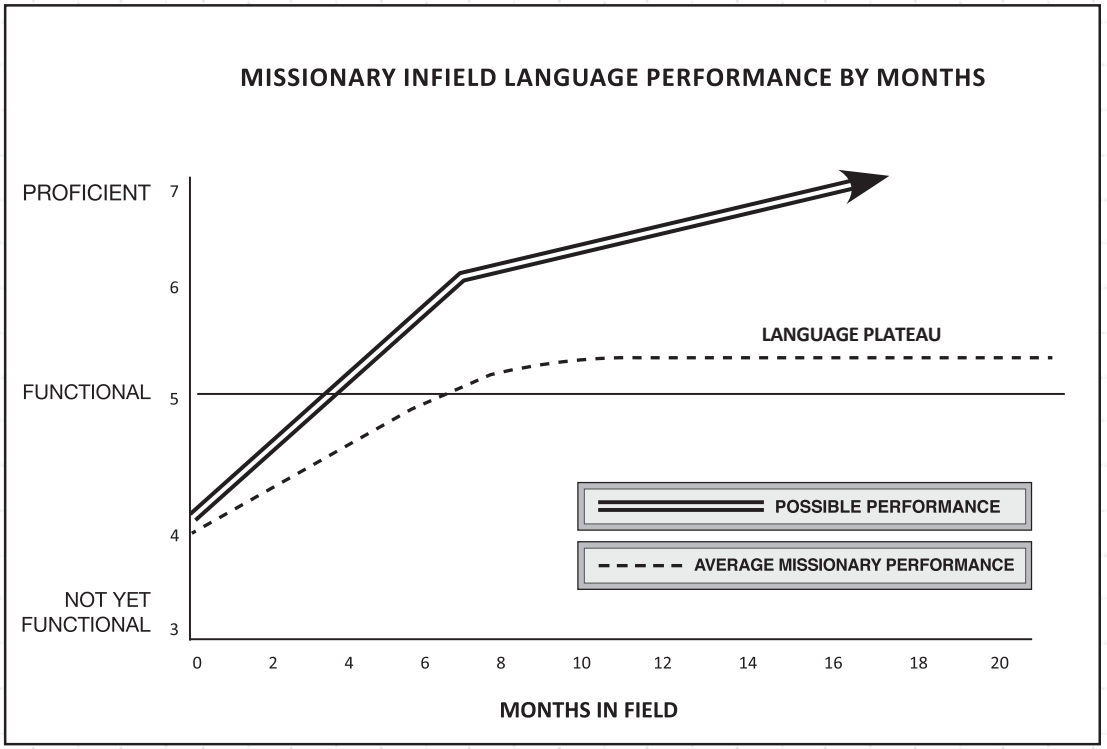
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



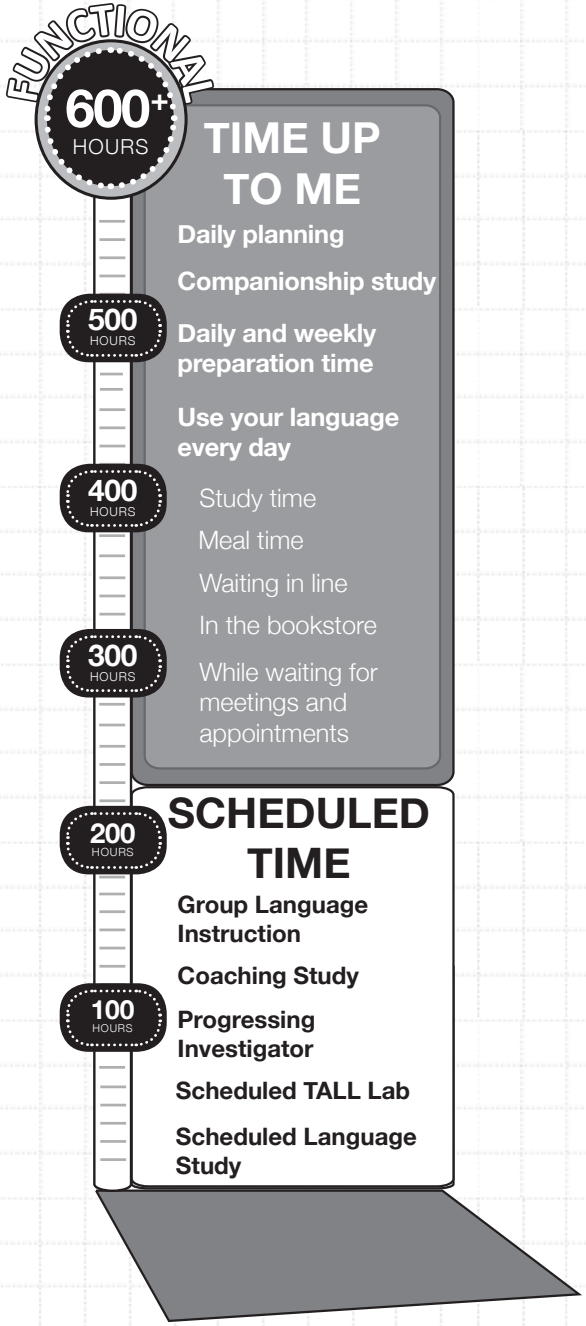
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

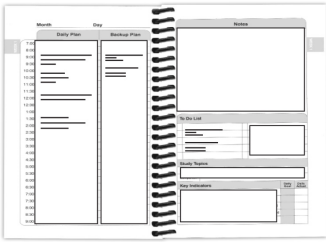
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [how]

- use every moment well.
- use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptores, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptores: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

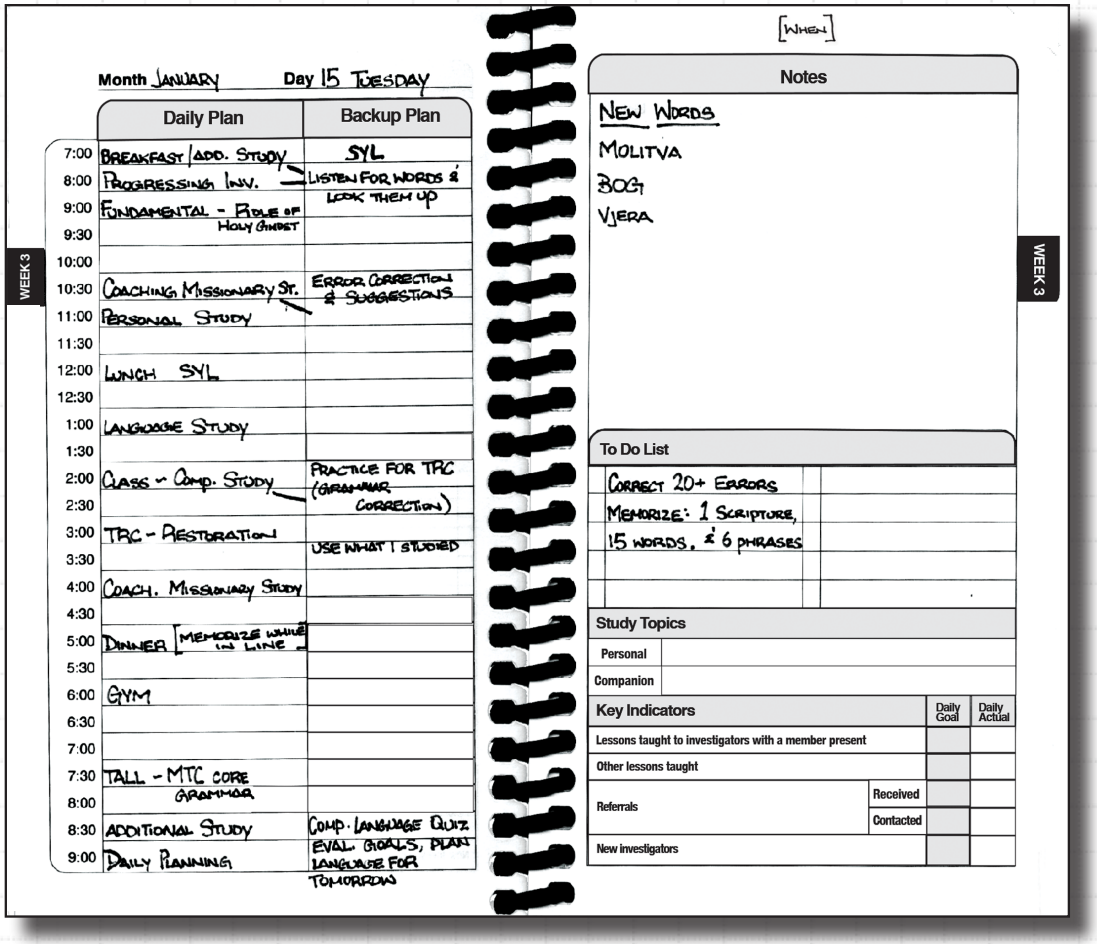
- Words & phrases: start picking them during companion study. Finish choosing, & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (go for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptores about my purpose, culture, & the gift of tongues.

- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

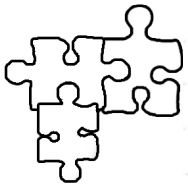
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

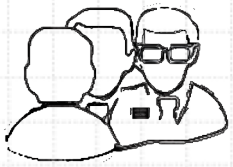


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

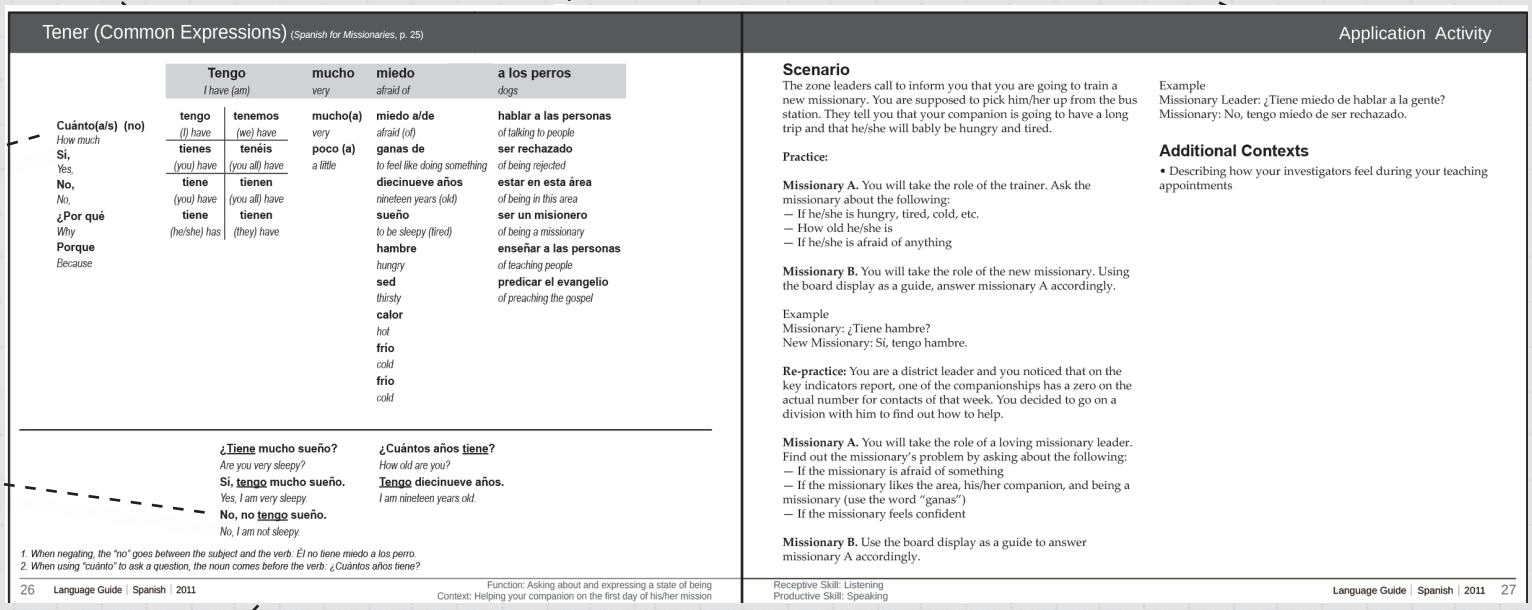
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) (*Spanish for Missionaries*, p. 25)

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Si, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

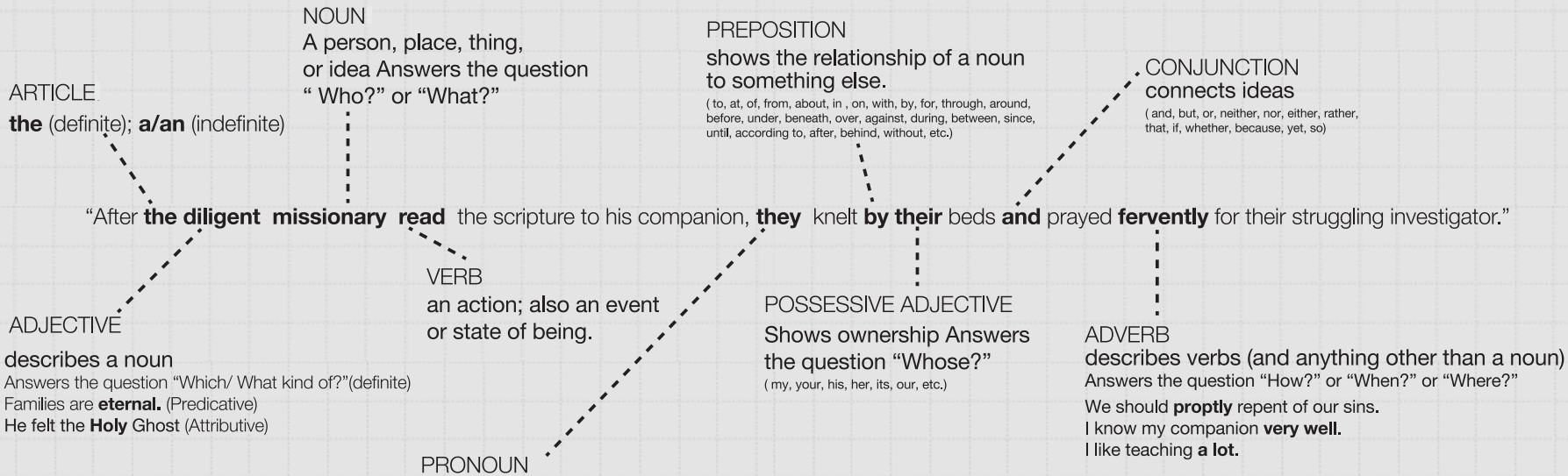
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well.**
I like teaching **a lot.**
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Dan	*day*
Jutro	*morning*
Večer	*evening*
Misijonar	*missionary*
Misijonarka	*missionary (f)*
Sestra	*sister*
Brat	*brother*
Starešina	*Elder*
Družina	*family*
Otroci	*children*
Poklic	*occupation*

Adjectives	
Dober	*good*
Lep	*beautiful*
Slab	*bad*

Verbs	
Stanovati	*to live*
Videti	*to see*
Študirati	*to study (major in)*
Želeti	*to desire/wish*
Imeti	*to have*

Pronouns	
Jaz	*I*
Ti	*you*
On	*he*
Ona	*she*
Midva(e)	*we two*
Vi	*you (formal/plural)*
Mi	*we (plural)*

Places	
Utah	*Utah*
Idaho	*Idaho*
Vošington	*Washington*
Kolorado	*Colorado*
Oregon	*Oregon*
Arizona	*Arizona*
Bosna	*Bosnia*
Madžarska	*Hungary*
Amerika	*America*
Hrvaška	*Croatia*
Srbija	*Serbia*
Slovenija	*Slovenia*
Ljubljana	*Ljubljana*

Additional Practice:

Practice introducing yourself to the members of your district. When you have met and know them all, Introduce yourself to three missionaries outside your class. Have your companion translate

Greetings
Dober dan *Good day* **Dober večer** *Good evening* **Dobro jutro** *Good morning* **Zdravo** *Hello* **Živjo** *Hello*
Me veseli *Pleased to meet you*

Farewells
Adijo *Bye* **Čao** *Bye* **Se vidimo** *See you later* **Na svidenje** *Goodbye*
Lepo se imejte *Have a nice day* **Lep dan vam želim** *Have a nice day*

What is your name?	
Kako vam je ime? *What is your name? (formal)* **Kako ti je ime?** *What is your name? (informal)*	
Ime mi je_____. *My name is_____.*	**Ime mu je____.** *His name is _____.* **Ime ji je_____.** *Her name is _____.*

Where are you from?	
Od kod ste? *Where are you from? (formal)* **Od kod si?** *Where are you from? (informal)*	
Jaz sem iz____. *I am from _____.* **Mi smo iz____.** *We are from _____.*	**On je iz____.** *He is from _____.* **Ona je iz____.** *She is from _____.*

How are you?	
Kako ste? *How are you? (formal)* **Kako si?** *How are you? (informal)*	
Dobro. *Good.* **Slabo.** *Bad.*	**Kaj pa vi?** *And you? (formal)* **Kaj pa ti?** *And you? (informal)*

Question	Answer
Koliko vas je v družini? *How many are in your family?*	**____ nas je.** *There are ____ of us (5 or more)*
Kaj ste po poklicu? *What do you do for a living?*	**Jaz sem ____.** *I am a(n).*
Kaj študirate? *What do you study?*	**_____ študiram.** *I study _____.*
Kje stanujete? *Where do you live?*	**Stanujem v _____.** *I live in_____.*

To Be	Object
Jaz sem *I am*	**misijonar(ka).** *a missionary.* **misijonarja(ki).** *missionaries (dual).* **misijonarji(ke).** *missionaries (plural).*
Midva(e) sva *We two are*	
Mi smo *We are*	

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Predstavnik	*representitive*
Predstavnica	*representitive (F)*
Odpuščanje	*forgiveness*
Odločitev	*decision*
Napaka	*mistake*
Ljudje	*people*

Verbs	
Govoriti	*to speak*
Imeti rad	*to like/love*
Poznati	*to know (someone)*
Voditi	*to lead*
Učiti	*to teach*
Pričakovati	*to expect*
Hoteti	*to want*
Iskati	*to search/look for*

Pronouns	
Vas	*you (pl./formal)*
Nas	*us*
Vaš	*your*

Prepositions	
Od	*through*
O	*because of*
V	*to*
Za	*for*

Adjectives	
Pomemben	*important*
Pomenljiv	*meaningful*
Težak	*difficult*

Additional Practice:

Teach your companion and then another missionary from your district about the benefits of prayer. Think of ways to personalize an overview to your investigator, and practice using new vocabulary with your companion.

Subject	To Be	Genitive Case
Misijonarja *Missionaries* **Misijonarki** *Sister missionaries* **Predstavnika** *Representitives* **Predstavnici** *Representives (fem)*	**sva** *we (2) are*	**Jezusa Kristusa.** *of Jesus Christ.* **od Boga.** *of God.*

Why	Pronoun	To Be	Subject	Adjective
Zakaj *Why*	**vam** *(to) you*	**je** *is*	**Bog** *God* **družina** *family* **vera** *faith*	**pomemben?** *important?* **pomembna?** *important?* **pomenljiv(a)?** *meaningful?*

Subject	Object	Verb
Bog *God* **Jezus Kristus** *Jesus Christ*	**nas** *us* **vas** *you* **vašo družino** *your family*	**ima rad.** *loves.* **pozna.** *knows.* **lahko vodi.** *can guide.*

Can	Verb	Object	Phrase
Lahko *Can/to be able to*	**govorimo** *talk* **prejmemo** *receive* **prosimo za** *ask for*	**Bogu** *to God* **vodstvo** *guidance* **pomoč** *help* **odpuščanje** *forgiveness*	**preko molitve.** *through prayer.* **za težke odločitve.** *for difficult decisions.* **ko imamo težave.** *when we have problems.* **svojih napak.** *of our mistakes.*

Subject	Verb	Object	Prep.	Object
Bog *God* **Mormonova knjiga** *The Book of Mormon* **Midva(e)** *We two*	**uči** *teaches* **učiva** *teach*	**nas** *us* **vas** *you* **vašo družino** *your family* **ljudi** *people*	**o** *about*	**odkupni daritvi.** *the atonement.* **Jezusu Kristusu.** *Jesus Christ.* **veri.** *faith.* **Božji besedi.** *the word of God.*

Int.	Verb	Prep. Phrase
Kaj *What*	**pričakujete** *expect* **hočete vedeti** *do you want to know* **iščete** *searching for*	**od Boga?** *from God?* **o Kristusu?** *about Christ?* **v življenju?** *in life?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Oče	*father*
Sveti Duh	*Holy Ghost*
Evangelij	*the Gospel*
Raziskovalec	*investigator*
Pomoč	*help*
Moč	*strength*
Jezik	*language*
Molitev	*prayer*
Želja	*desire*
Dar jezikov	*gift of tongues*
Vera	*faith*
Odgovor	*answer*
Vodstvo	*Guidance*
Prerok	*prophet*
Ljubezen	*Love*
Odkupna daritev	*Atonment*

Verbs	
Zahvaljevati se	*to thank*
Prositi	*to ask (for something)*
Blagosloviti	*to bless*
Odgovoriti	*to answer*
Biti	*to be*

Pronouns	
Ti	*(to) you*
Te	*you*

Adjectives	
Nebeški	*Heavenly*
Dragi	*Dear*
Hvaležen	*Grateful*
Živ	*Living*

Prepositions	
Za	*for*
Z/S	*with*
Na	*on/onto*
V	*in/into*

Additional Practice:

Each day, pray at least five times in Slovene outloud. Try to expand and enrich your prayers by adding new vocabulary from your TALL book and other resources. Think of your family, friends, and investigators, and create new sentences to and to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

ADDRESSING HEAVENLY FATHER

Naš *Our* **Dragi** *Dear*	**Nebeški Oče** *Heavenly Father*
Bog *God*	**Oče v nebesih** *Father in Heaven*

EXPRESSING GRATITUDE

Adjective	Biti - To Be	For	Object
Hvaležen(a) *Grateful (sing)* **Hvaležni** *Grateful (pl)*	**sem** *I am* **smo** *we are*		**družino.** *family.* **tvojega sina Jezusa Kristusa.** *Thy Son, Jesus Christ.*
To thank	Indirect object	**za** *for*	**odkupno daritev.** *the Atonement.*
Zahvaljujem se *I thank* **Zahvaljujemo se** *We thank*	**ti** *Thee*		**živega preroka.** *a living prophet.* **tvojo ljubezen.** *Thy love.*

ASKING FOR BLESSINGS

To Ask	Thee	da	Object	Verb	Preposition	Object
Prosim *I ask* **Prosiva** *We (2) ask* **Prosimo** *We ask*	**te** *thee*	**da** *that*	**me** *me* **nas** *us* **naše raziskovalce** *our investigators* **našega preroka** *our prophet* **naše družine** *our families*	**blagosloviš** *you bless*	**s/z** *with*	**Svetim Duhom.** *the Holy Ghost.* **vodstovom** *guidance* **darom jezikov** *the gift of tongues.* **tvojo pomočjo** *Thy help* **vero** *faith* **močjo** *strength* **odgovori na molitve** *answers to prayer*

ENDING A PRAYER

V imenu Jezusa Kristusa, amen.
In the name of Jesus Christ, Amen.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Odrešenik	*Savior*
Beseda	*word*
Načrt	*plan*
Težava	*trouble/trial*
Mir	*peace*
Življenje	*life*

Verbs	
Vedeti	*to thank*
Verovati	*to ask (for something)*
Pričevati	*to bless*
Premagati	*to overcome*
Čutit/Občutiti	*to feel*
Prejeti	*to receive*
Spoznati	*to come to know*
Imeti	*to have*
Najti	*to find*
Moliti	*to pray*
Brati	*to read*
Poslušati	*to listen*

Conjunctions	
Da	*that*
Če	*if*
Ko	*when (statement)*

Prepositions	
Preko	*through*
Zaradi	*because of*
K	*to*

Adjectives	
Božji	*God's*

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

To Know/Believe	That
Vem *I know* **Verujem** *I believe* **Pričujem** *I testify*	**da** *that*
Vemo *We know* **Verujemo** *We believe* **Pričujemo** *We testify*	

To Be	Subject	Adjective/Noun
je *is*	**Bog** *God* **Jezus Kristus** *Jesus Christ* **Joseph Smith** *Joseph Smith* **Mormonova knjiga** *the Book of Moromon*	**naš Nebeški Oče.** *our Heavenly Father.* **Odrešenik.** *the Savior.* **Božji prerok.** *a prophet of God.* **Božja beseda.** *the word of God.*

Preposition	Object	Can	Phrase
preko *through* **zaradi** *because of*	**odupne daritve** *through the atonement* **Svetega Duha** *the Holy Ghost* **molitve** *prayer* **Božjega načrta** *God's plan*	**lahko** *can/to be able to*	**premagamo težave.** *we overcome trials.* **čutimo mir v življenju.** *we feel peace in life.* **prejmemo odgovore.** *we receive answers.* **spoznamo Kristusa.** *we come to know Christ.*

If/When	Future Verb	Object	You Will	Phrase
če *if* **ko** *when*	**boste molili** *you will pray* **boste brali** *you will read* **boste poslušali** *you will listen*	**k Nebeškemu Očetu,** *to Heavenly Father,* **Mormonovo knjigo,** *Book of Mormon,* **preroka,** *to the prophet,*	**boste** *you will*	**občutili Svetega Duha.** *feel the Holy Ghost.* **našli odgovore.** *find answers.* **imeli Božje vodstvo.** *have God's guidance.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Bogoslužje	*church services*
Zapoved	*commandment*
Izkušnja	*experience*
Obnova	*restoration*
Pomen	*meaning*
Namen	*purpose/intention*
Zgodba	*story*

Verbs	
Priti	*to come*
Slediti	*to follow*
Iti	*to go*
Spolnjevati	*to keep*
Pisati	*to write*
Pomagati	*to help*

Adjectives	
Poslušen	*obedient*
Blagoslovljen	*blessed*

Days of the week	
Ponedeljek	*Monday*
Torek	*Tuesday*
Sreda	*Wednesday*
Četrtek	*Thursday*
Petek	*Friday*
Sobota	*Saturday*
Nedelja	*Sunday*

Indications of Time	
Danes	*today*
Jutri	*tomorrow*
Včeraj	*yesterday*
Ta Teden	*this week*
Vsak Dan	*every day*

Additional Practice:

Teach your companion and then another missionary from your district about the benefits of prayer. Think of ways to personalize an overview to your investigator, and practice using new vocabulary with your companion.

Will You	Verb	Object
Ali boste *Will you*	**brali** *read* **molili** *pray* **prišli** *come* **sledili** *follow*	**Mormonovo knjigo?** *the Book of Mormon?* **o Josephu Smithu?** *about Joseph Smith?* **na bogoslužje?** *to church?* **tej zapovedi?** *this commandment?*

If/When	Future	Verb	Future	Verb	Object
Če *If* **Ko** *When*	**boste** *you will*	**brali,** *read,* **molili,** *pray,* **prišli,** *come,* **poslušni,** *be obedient,*	**boste** *you will*	**občutili** *feel* **našli** *find* **občutili** *feel* **blagoslovljeni** *be blessed*	**Svetega Duha.** *the Holy Ghost.* **odgovore.** *answers.* **Božjo ljubezen.** *feel God's love.* **z vero.** *with faith.*

Interrogative	Past	Verb	Object
Ali *Did*	**ste** *you*	**prebrali** *read* **molili** *pray* **šli** *go*	**poglavje o veri?** *the chapter about faith?* **za odgovor?** *for an answer?* **na bogoslužje?** *to church?*

Interrogative	Pronoun	Verb	Subject
Kaj *What* **Kako** *How* **Zakaj** *Why*	**vam** *(to) you*	**pomeni** *means* **pomaga** *helps* **je** *is*	**to poglavje?** *this chapter?* **ta izkušnja?** *this experience?* **to pomembno?** *this important?*

Interrogative	Past	Verb	Object
Zakaj *Why*	**niste** *didn't you*	**brali** *read* **molili** *pray* **prišli** *come* **spolnjevali** *keep*	**Mormonove knjige?** *the Book of Mormon?* **o tem?** *about this?* **na bogoslužje?** *to church?* **te zapovedi?** *this commandment?*

Interrogative	Verb	Object	Prep.	Object
Ali *Do*	**imate** *you have*	**vprašanja** *questions* **skrbi** *concerns* **misli** *thoughts*	**o** *about*	**tem poglavju?** *this chapter?* **svoji izkušnji?** *your experience?* **bogoslužju?** *church services?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Odlomek	*passage*
Poglavje	*chapter*
Kesanje	*repentance*
Obnova	*restoration*
Pomen	*meaning*
Namen	*purpose/intention*
Zgodba	*story*

Pronouns	
Nam	*(to) us*
Vam	*(to) you (pl/form)*

Prepositions	
Do	*until*

Adjectives	
Resničen	*true/real*
Odpuščen	*forgiven*

Verbs	
Brati/Prebrati	*to read*
Morati	*to have to/must*
Dobiti	*to get/receive*
Pomeniti	*to mean*
Pisati	*to write*
Pomisliti	*to think*
Nanašati se	*to relate*
Poiskati	*to search/look for*

Ordinal Numbers	
Prvi	*first*
Drugi	*second*
Treti	*third*
Četrti	*fourth*
Peti	*fifth*
Deseti	*tenth*
Petnajsti	*fifteenth*
Dvajseti	*twentieth*

Grammar Note:

Ordinal numbers are formed by adding an "l" to the end of a normal number. The first four numbers however are excpetions as seen in the table. Ordinal numbers act as adjectives.

Additional Practice:

Practice sharing scriputres with your companion during companionship study. Make a schedule with the missionaries in your district to have a missionary share a spiritual thought each day at the beginning of each day.

Let's Read	Noun	Preposition	Noun
Preberimo *Let's read*	**odlomek** *a passage* **poglavje** *a chapter*	**o** *about*	**kesanju.** *repentance.* **odkupni daritvi.** *the Atonement.* **obnovi.** *the restoration.*

Will You	Read	Chapter	Location
Ali boste *Will you*	**prebrali** *read*	**deseto poglavje** *the tenth chapter*	**v Moronijevi knjigi?** *in the book of Moroni?*

Number	Verse	To	Number
drugi *second*	**odlomek** *verse*	**do** *until*	**četrtega?** *the fourth?*

Phrase	Verb	Phrase
Ko beremo, *As we read,*	**poiščite** *look for* **pomislite** *think*	**pomen kesanja.** *the meaning of repentance.* **o tem, kako lahko najdete mir.** *about how you can find peace.* **o tem, kako lahko dobite odgovor.** *about how you can receive an answer.*

Question	To You	Verb	Noun
Kaj *What* **Zakaj** *Why*	**vam** *to you*	**pomeni** *means* **je** *is*	**resničen namen?** *real intent* **to pomembno?** *this important?* **ta odlomek?** *this verse?*

Introduction	That	Phrase
Ta odlomek piše, *This passage says,* **Tukaj se učimo,** *Here we learn,*	**da** *that*	**moramo moliti.** *we must pray.* **lahko dobimo pomoč od Boga.** *we can receive help from God.* **nam je lahko odpuščeno.** *we can be forgiven.*

Question	Verb	Subject	Phrase
Kaj *What* **Kako** *How* **Zakaj** *Why*	**piše** *says* **se nanaša** *relates*	**ta odlomek** *this passage* **ta zgodba** *this story*	**o veri?** *about faith* **o Bogu?** *about God?* **na vaše življenje?** *to your life?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Cerkev	*church*
Smrt	*death*
Sveti Spisi	*scriptures*

Verbs	
Želeti	*to desire/wish*
Razumeti	*to understand*
Ugotoviti	*to find out*
Obstajati	*to exist*
Odločiti se	*to decide*
Preučevati	*to study*
Vprašati	*to ask (a question)*
Uslišati	*to hear (a prayer)*
Skrbeti	*to care*

Pronouns	
Mu	*(to) him*
Mi	*(to) me*

Prepositions	
Po	*after*

Adjectives	
Pravi	*true/correct*

Additional Practice:

Practice sharing the experience of Joseph Smith with your companion during companionship study. Then practice sharing how you became converted to the Gospel.

Subject	Past	Past Verb	Verb	If there is	Phrase
Joseph Smith *Joseph Smith* **Jaz** *I*	**je** *(he past)* **sem** *(I past)*	**hotel(a)** *wanted* **želel(a)** *desired*	**vedeti** *to know* **razumeti** *to understand* **ugotoviti** *to find out*	**če obstaja** *if exists* *(if there is)*	**prava cerkev.** *a true church.* **Bog.** *a God.* **življenje po smrti.** *life after death.*

Pron.	Past Verb	Phrase
On *He*	**se je odločil** *decided*	**preučevati svete spise.** *to study the scriptures.* **vprašati Boga.** *to ask God.* **poslušati preroka.** *to listen to the prophet.*
Jaz *I*	**sem se odločil(a)** *decided*	

Subject	Object	Past	Verb
Bog *God* **Kristus** *Christ* **Sveti Duh** *The Holy Ghost*	**mu** *to him* **mi** *to me*	**je** *(he past)*	**odgovoril.** *answered.* **pomagal.** *to me.* **govoril.** *spoke.*

Pron.	Past	Verb	That	Phrase
On *He*	**je** *(he past)*	**spoznal** *came to know* **ugotovil** *found out*	**da** *that*	**je Bog naš oče.** *God is our father.* **Bog odgovarja na molitve.** *God answers prayers.* **Bog skrbi za nas.** *God cares for us.*
Jaz *I*	**sem** *(I past)*			

Transition
Tako *That's how* **Zato** *That's why*

Verb	That	Direct Object	Subject	Verb
vem *I know*	**da** *that*	**nas** *us* **me** *me* **vas** *you* **naše molitve** *our prayers*	**Bog** *God* **Jezus Kristus** *Jesus Christ*	**usliši.** *hears.* **vodi.** *guides.* **blagoslavlja.** *blesses.* **ima rad.** *loves.*
lahko veste *you can know*				

Biti (To Be)

Da,
Yes
Ne,
No
Ali…?
(Question)
Kdo?
Who?
Kaj?
What?

Mi *We*				**smo** *are*		**Božji otroci** *Gods children*
				sing.	*dual*	*plural*
Jaz *I*	**Midva/ Midve** *We two*	**Mi** *We*	**(ni)** *not*	**sem** *(I) am*	**sva** *(we) are*	**smo** *(we) are*
Ti *You*	**Vidva/ Vidve** *You two*	**Vi** *You (plural)*		**si** *(you) are*	**sta** *(you) are*	**ste** *(you) are*
On/Ona/ Ono *He/She/It*	**Onadva/ Onidve** *They two*	**Oni/One/ Ona** *They*		**je**** *(he/she/it) is*	**sta** *(they) are*	**so** *(they) are*

Bog
God
Jezus
Jesus
Misijonarji
missionaries
Joseph
Joseph
Vsi ljudje
all people

Božji otroci
Gods children
naš Nebeški Oče
our Heavenly Father
naš Odrešenik
our Savior
popoln in ljubeč
perfect and loving
milosten
merciful
ljubeči Oče
a loving Father
prijazen
kind
predstavniki Jezusa Kristusa
representitives of Jesus Christ
Božji glasnik(i)
God's messenger(s)

Ali smo Božji otroci?
Are we God's children?
Da, Božji otroci smo.
Yes, we are God's children.

Ali je Joseph naš Odrešenik?
Is Joseph our Savior?
Ne, Joseph ni naš Odrešenik.
No, Joseph is not our Savior.

***Note: to negate je use ni by itself. ex: Jezus je Odrešenik. Jezus ni Nebeški Oče. All other negations combine ni with the present form of biti. ex: nisem.*

Function: Asking about and expressing a state of being
Context: Teaching the nature of God and how to begin teaching

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19 years old sitting waiting at the bus stop ahead. As you walk you realize that he's been watching you and so you go over and begin to talk to him. He asks, "I've seen you guys walking around in several places recently. I have heard that you teach people about God. Who is He?"

1. Practice: Arrange yourselves in pairs with one missionary playing the role of the young man and the other the missionary. Practice discussing who God and Jesus Christ are. Although this practice will foster the use of grammar and vocabulary just learned, feel free to use any and all grammar and vocabulary you have learned up to this point in order to teach this man about who God and Jesus Christ are.

2. Re-practice: Switch roles, then rotate practice companions and repeat the activity.

Additional Scenario(s)

You are meeting with a young family and early on in your conversation the mother says : "I'm confused about all the different things I hear about God. Tell me what you believe about him."

Possessive Pronouns

Bog	**je**	**naš**	**Nebeški Oče**
God	*is*	*our*	*Heavenly Father*

Da,
Yes
Ne,
No,
Ali…?
(Question)
Kaj?
What?
Kateri?
Which?
Kako?
How?

Bog
God
Jezus
Jesus
Joseph Smith
Joseph Smith
Mormonova Knjiga
the Book of Mormon
Thomas Monson
Thomas Monson

je
is
ni
is not

moj *my/mine*	**najin** *our (two)*	**naš** *our*
tvoj *your*	**vajin** *your (two)*	**vaš** *your (pl.)*
njegov **njen** *his/her*	**njun** *their (two)*	**njihov** *their*

Nebeški Oče
Heavenly Father
Odkupitelj
Redeemer
Odrešenik
Savior
brat
brother
ustvaritelj
creator
prerok
prophet
skala
rock
luč
light

Ali je Jezus naš Odrešenik?
Is Jesus our Savior?
Da, Jezus je naš Odrešenik.
Yes, Jesus is our Savior.
Da, Jezus je naš Odkupitelj.
Yes, Jesus is our Redeemer.

Ali je Joseph Smith naš Odkupitelj?
Is Joseph Smith our Redeemer?
Ne, Joseph Smith ni naš Odkupitelj.
No, Joseph Smith is not our Redeemer.
Ne, Joseph Smith je naš prerok.
No, Joseph Smith is our prophet.

Function: Asking about and expressing possession and ownership
Context: Teaching about the nature of God and Christ

Scenario

Your new investigator Bronko expresses some concerns about the nature of God. Help him understand who God is and what his role in our lives is.

1. Practice: Arrange yourselves in pairs with one missionary playing the role of the investigator and the other missionary as the missionary teaching the principle.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

While street contacting you meet Janez, who wants to know more about the role of Jesus Christ. Help Janez understand the role of Jesus Christ as our Savior.

Present Tense Verb Conjugations

Da
Yes
Ne
No
Ali …
(Question)
Kako?
How?
Kaj?
What?
Zakaj?
Why
Kdaj?
When?
Ko
When (statement)
Za
For

(ne)
(not)

Rabimo
We need

Rabi-~~ti~~
to need
Uporabi-~~ti~~
to use
Dobi-~~ti~~
to get/receive
Premaga-~~ti~~
to overcome
Spozna-~~ti~~
to come to know
Razume-~~ti~~
to understand
Občuti-~~ti~~
to feel
Prosi-~~ti~~
to ask

+

	sing.	*dual*	*plural*
1st person	**-m**	**-va**	**-mo**
2nd person	**-š**	**-ta**	**-te**
3rd person	**-**	**-ta**	**-jo**

odkupno daritev
The atonement

odkupno daritev
the atonement
odpuščanje grehov
forgiveness of sins
Jezusa Kristusa
Jesus Christ
svoje grehe
our sins
občutke krivde
feelings of guilt
radost in mir
joy and peace
milost in milostljivost
mercy and grace
žalost
sorrow
Nebeškega Očeta
Heavenly Father

Ali rabimo odkupno daritev?
Do we need the Atonment?
Da, rabimo odkupno daritev.
We need the Atonement.

Kako premagaš občutke krivde?
How do you overcome feelings of guilt?
Uporabim odkupno daritev.
I use the Atonement.
Prosim Nebeškega Očeta za radost in mir.
I ask Heavenly Father for peace and joy.

There are several types of verb endings. See "verb families" for more examples.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching the Atonement

Scenario

You are teaching Darko who feels weighed down because of mistakes he has made in his life. Help him understand that he can receive forgiveness and peace through the Atonement.

1. Practice: Working in companionships, using the grammar found in this and any other previous lession to help Darko understand the Atonement.

3. Re-practice: Switch roles and repractice. If there is time, switch practice companions and repeat the activity,.

Additional Scenario(s)

Milan is an investigator whom you have been teaching for two weeks. After a few lessons he told you that he has committed some bad sins earlier in life. He wants overcome the feelings of guilt. Explain how he can use the atonement to feel clean again.

Past Tense

Jezus		**je**	**obnovil**				**cerkev.**
Jesus		*(past participle)*	*restored*				*the church.*
Bog		**sem** *(I past)*	**bi-ti**				**zmeden**
God		**si** *(you past)*	*to be*		*sing.*	*dual*	*plural*	*confused*
Joseph Smith		**je** *(he/she/it past)*	**iska-ti**	**M**	**l**	**la**	**li**	**resnico**
Joseph Smith	**(ni)**	**sva** *(we two past)*	*to search for*					*truth.*
Jezus Kristus	*(not)*	**sta** *(you/they two past)*	**iti (šel)**	**F**	**la**	**li**	**le**	**v gozd**
Jesus Christ		**smo** *(we past)*	*to go*					*to a grove*
		ste *(you pl. past)*	**moli-ti**	**N**	**lo**	**li**	**la**	**k Bogu**
		so *(they past)*	*to pray*					*to God*
			vide-ti					**Boga in Jezusa Kristusa**
			to see					*God and Jesus Christ*
			poklica-ti					**Josepha Smitha**
			to call					*Joseph Smith*
			obnovi-ti					**evangelij**
			to restore					*the gospel*
			prevesti					**Mormonovo knjigo**
			(prevedel)					*the Book of Mormon*
			to translate					**cerkev**
			preje-ti					*the church*
			to receive					**odgovor**
								an answer

Da,
Yes
Ne,
No
Ali…?
(Question)
Kako?
How ?
Zakaj?
Why?
Kdaj?
When?
Za
For
Ko
When (statement)

Ali je bil Joseph Smith zmeden?
Was Joseph Smith confused?
Da, Joseph Smith je bil zmeden.
Yes, Joseph Smith was confused.
Ne, Joseph Smith ni bil zmeden.
No, Joseph Smith was not confused.

Ali si molil za odgovor?
Did you pray for an answer?
Da, molil sem za odgovor.
Yes I prayed for an answer.
Ne, nisem molil za odgovor.
No, I didn't pray for an answer.

Function: Asking about and describing actions and events
Context: Teaching the restoration

Scenario

You and your companion are teaching Simona, middle-aged Catholic woman about Joseph Smith and the restoration. She believes that revelation ended with the death of the apostles. Help her understand how God called Joseph Smith and testify how you know this.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of the primary child and the other missionary playing the role of the missionary teaching. Although this practice will foster the use of the grammar and vocabulary just learned, feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are tracting in an apartment complex and someone opens the door. They tell you that they have heard of the missionaries and Mormons before but do not agree with them because they worship Joseph Smith. Correct this misunderstanding by telling him who Joseph Smith is and what he experienced.

Future Tense

Da,
Yes
Ne,
No,
Ali…?
(Question)
Kdaj?
When?
Zakaj?
Why?
Kako?
How?

Ali boste
Will you

(ne)
not

Bom *I will*	**Bova** *We will (two)*	**Bomo** *We will*
Boš *You will*	**Bosta** *You will (two)*	**Boste** *You will*
Bo *He/she/it will*	**Bosta** *They will (two)*	**Bodo** *They will*

prebrali
read

moli~~-ti~~
to pray
prebra~~-ti~~
to read
spolnjeva~~-ti~~
to keep
spoštova~~-ti~~
to honor
preučeva~~-ti~~
to study

+

	sing.	*dual*	*plural*
M	*I*	*Ia*	*Ii*
F	*Ia*	*Ii*	*Ie*
N	*Io*	*Ii*	*Ia*

Mormonovo Knjigo?
the Book of Mormon?

k Nebeškemu Očetu
to Heavenly Father
Mormonovo knjigo
the Book of Mormon
zapovedi
the commandments
sobotni dan
the Sabbath day
besedo modrosti
the word of wisdom
krstne zaveze
baptismal covenants
o Josephu Smithu
about Joseph Smith
Sveto Pismo
the Bible
za odgovore
for answers

Ali boš spolnjeval zapovedi?
Will you keep the commandments?
Da, spolnjeval bom zapovedi.
Yes, I will keep the commandments.
Ne, ne bom spolnjeval zapovedi.
No, I will not keep the commandments.

Ali boš spoštovala sobotni dan?
Will you keep the Sabbath day holy?
Da, spoštovala bom sobotni dan.
Yes, I will keep the Sabbath day holy.
Ne, ne bom spoštovala sobotnega dneva.
No, I will not keep the Sabbath day holy.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending commitment invitations

Scenario

You and your companion are teaching 36 year old Primož for the first time. As the lesson draws to a close you want to invite him to read the Book of Mormon and pray about Joseph Smih. Testify to him of his ability to receive an answer from God about what you are teaching.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of Primož and the other missionary playing the role of the missionary teaching.
2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You have been teaching 23 year old Nina for one month, and are now teaching her about the Word of Wisdom. Talk to her about the blessings she will receive as she lives this commandment, and then invite her to living that law.

Into to Casing: Imenovalnik

Moramo	**biti**	**poslušni**
We must	*be*	*obedient*

Da,
Yes,
Ne,
No,
Ali...?
(Question)

				sing.	dual	plural	
Moramo	**biti**	**poslušen**	**+**	**-/-**	**a/a**	**i/i**	**Masculine**
We must	*be*	*obedient*					
Moram	**je**	**zvest**					
I must	*is*	*faithful*		sing.	dual	plural	
Moraš	**ni**	**predan**	**+**	**a/a**	**i/i**	**e/e**	**Feminine**
You must	*is not*	*devoted*					
Morava		**ponižen**					
We (2) must		*humble*		sing.	dual	plural	
Bog		**potrpežljiv**	**+**	**a/-**	**i/i**	**e/i**	**2nd Feminine**
God		*patient*					
Jezus		**dobrotljiv**					
Jesus		*charitable*		sing.	dual	plural	
Satan		**ljubeč**	**+**	**o/e**	**i/i**	**a/a**	**Neutral**
Satan		*loving*		**o/e**			
Cerkev		**milosten**					
The Church		*merciful*	↗				
Občestvo		**resničen**					
The congregation		*true*					

Ali morava biti zvesta?
Do we (2) need to be faithful?
Da, morava biti zvesta.
Yes, we (2) must be faithful.

Ali je cerkev resnična?
Is the church true?
Da, cerkev je resnična.
Yes, the church is true.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching obedience and Christlike attributes

Scenario

Polona has been investigating the church for some time now. You and your companion are helping prepare her for baptism. As you begin to teach Polona about the commandments, she asks questions regarding the importance of obedience. Help her undertand the importance of obedience, and teach her about the example of Christ.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of Polona and the other missionary playing the role of the missionary teaching.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

After teaching Urban about Jesus Christ, he asks you a question about why we should strive to be like Christ. Help Urban understand the importance of developing Christlike attributes in his personal life.

Accusative Case: Tožilnik

Bog		**je poslal**	**Jezusa**
God		*sent*	*Jesus.*

Da,
Yes,
Ne,
No,
Ali...?
(Question)
Kako?
How?
Zakaj?
Why
Kdaj?
When?
Kje?
Where?
Kako?
How?

Bog	**je**	**poklical**	**apostol**
God	*(past)*	*called*	*apostle*
Jezus	**so**	**dal**	**Duh**
Jesus	*they (past)*	*gave*	*The Spirit*
Sveti Duh		**poslal**	**Jezus**
Holy Ghost		*sent*	*Jesus*
Apostoli		**ustanovil**	**evangelij**
Apostles		*established*	*the gospel*
Ljudje		**učil**	**resnic a–**
People		*taught*	*truth*
		premagal	**sreč a–**
		overcame	*happiness*
		učili	**cerkev**
		taught (plural)	*church*
		ustanovili	**smrt**
		established (plural)	*death*
		izkrivili	**svoj e– življenj e–**
		corrupted (plural)	*his life*
			pooblastil o–
			authority

	sing.	dual	plural
+	ega/a	a/a	e/e
	-/-		

	sing.	dual	plural
+	o/o	i/i	e/e

	sing.	dual	plural
+	o/-	i/i	e/i

	sing.	dual	plural
+	o/e	i/i	a/a
	o/e		

Ali je Jezus dal svoje živeljenje?
Did Jesus give His life?
Da, Jezus je dal svoje življenje.
Yes, Jesus gave His life.

Ali so ljudje ustanovili cerkev?
Did the people establish the Church?
Ne, Jesus je ustanovil cerkev.
No, Jesus established the Church.

Function: Asking about and describing actions and events
Context: Discussing The Savior's Earthly Ministry and Atonement

Scenario

While you are out finding, you meet Nina, a strong believer in God. After you introduce yourselves, she expresses her confusion about the role of Jesus Christ. Take the opportunity to discuss the truths of the Christ's role as our Savior, and what He accomplished during his earthly ministry.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of Nina and the other missionary playing the role of the missionary teaching.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You have just met Goran for the first time, and he agreed to listen to your message. As you get to know him, you discover that he does not believe in Christ, and doesn't know much about him. Teach Goran about the Savior and His earthly ministry to help him better understand the role of Jesus Christ.

Genetive Case: Rodilnik

	Žrtev *The sacrifice*	**Jezusa Kristusa** *of Jesus Christ*					**daje upanje.** *gives hope.*

Da,
Yes,
Ne,
No,
Ali...?
(Question)
Kako?
How?
Zakaj?
Why?

Žrtev
The sacrifice
Vera
The faith
Ljubezen
The love
Pričevanje
The testimony
Odgovornost
Responsibility
Blagoslov
The blessing
Nauk
The doctrine

Joseph Smith
of Joseph Smith **+**
Jezus Kristus
of Jesus Christ

	sing.	*dual*	*plural*
	ega/a	**ih/ov ev**	**ih/ov ev**

Mormonov~~-a~~ knjig~~-a~~
of the Book of Mormon **+**
zvest~~-a~~ predstavnic~~-a~~
faithful representative(s)

	sing.	*dual*	*plural*
	e/e	**ih/←**	**ih/←**

molitev
prayer **+**
poslušnost
obedience

	sing.	*dual*	*plural*
	e/i	**ih/i**	**ih/i**

svet~~-o~~ písm~~-o~~
of the bible **+**
evangelijsk~~-o~~ načel~~-o~~
of gospel principles

	sing.	*dual*	*plural*
	ega/a	**ih/←**	**ih/←**

(ne)
(not)

daje upanje
gives hope
pomaga ljudem
helps people
krepi družino
strengthens the family
prinaša blagoslove
brings blessings
prinaša mir
brings peace
uči resnico
teaches truth
nas osvobodi od grehov
frees us from sins

Ali pričevanje Mormonove knjige pomaga ljudem?
Does the testimony of the Book of Mormon help people?
Da, pričevanje Mormonove knjige pomaga ljudem.
Yes, the testimony of the Book of Mormon helps people.

Ali nauk svetega pisma uči renico?
Does the doctrine of the Bible teach truth?
Da, nauk svetega pisma uči resnico.
Yes the doctrine of the Bible teaches truth.

Function: Asking about and describing objects, people, and their characteristics
Context: Discussing Blessings of the Restored Gospel

Scenario

You are teaching Davor for the first time. Though friendly, Davor expresses doubt about the gospels relevance to his personal life. Testify to Davor how the gospel can bring blessings to his life.

1. Preparation: Take a few minutes to think about blessings of the gospel you are personally grateful for. Add extra vocabulary and phrases as needed to express these ideas.

2. Practice: Arrange yourselves into pairs with one missionary playing the role of Davor and the other missionary playing the role of the missionary teaching.

3. Re-practice: Switch roles, rotate practice companions, and repeat the activity.

Additional Scenario(s)

You are visiting a newly baptized member named Erika. As you discuss the changes she's seen since baptism and confirmation, she hesitantly shares some concerns. Erika fears that she won't be able to stick to the gospel life she's committed to live. Share with her the blessings of living the gospel and testify to her of the blessings of enduring to the end.

Dative Case: Dajalnik

Evangelij	**nudi**	**družinam**	**večno življenje.**
The Gospel	*offers*	*families*	*eternal life.*

Da, *Yes,*
Ne, *No,*
Ali…? *(Question)*
Komu? *To whom?*
Čemu? *To what?*
Kako? *How?*

Bog *God*
Jezus Kristus *Jesus Christ*
Nebeški Oče *Heavenly Father*
Evangelij *The Gospel*

pokaže *shows*
pošlje *sends*
pove *tells*
daje *gives*
razodene *reveals*
nudi *offers*

prerok *prophet* +
otrok *child*

	sing.	dual	plural
	emu/u	**ima/oma ema**	**im/om em**

družin~~a~~ *family* +
učenk~~a~~ *disciple (fem)*

	sing.	dual	plural
	i/i	**ima/ama**	**im/am**

cerk~~e~~v *church* +
šibkost *weakness*

	sing.	dual	plural
	i/i	**ima/ma**	**im/im**

src~~e~~ *heart* +
življenj~~e~~ *life*

	sing.	dual	plural
	emu/u	**ima/oma ema**	**im/om em**

mir *peace*
razodetje *revelation*
tolažbo *comfort*
svete spise *scriptures*
resnico *truth*
načrt sreče *the plan of happiness*
večno življenje *eternal life*
trajno srečo *lasting happiness*
moč *strength*

Ali Bog pokaže družinam načrt sreče?
Does God show families the plan of happiness?
Da, Bog pokaže družinam načrt sreče.
Yes, God shows families the plan of happiness.

Ali Bog daje preroku razodetje?
Does God give the prophet revelation?
Da, Bog daje preroku razodetje.
Yes, God gives the prophet revelation.

Function: Asking about and describing objects, people, and their characteristics
Context: How the gospel blesses families and individuals

Scenario

You are teaching 35 year old woman named Stanka. This is the first time you have met together. As you begin to share truths of the gospel, she shares with you that her family is very important to her. Testify about how the gospel blesses families and help her see how the gospel will benefit her family.

1. Practice: Arrange yourselves in pairs with one missionary acting as the investigator and the other as the missionary teaching the lesson.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

On preparation day you are doing your grocery shopping when a woman stops you and explain that whenever she sees missionaries around the city they are always happy and nice to everyone. She asks you why you are so happy all the time. Explain to her the blessings of the gospel that you experience in your life and testify that everyone can have access to those blessings and be happy.

Locative Case: Mestnik

Cerkev	**je**	**na**	**kotu**
The church	*is*	*on*	*the corner.*

Da,
Yes,
Ne,
No,
Ali…?
Question
O kom?
About whom?
O čem?
About what?
Kje?
Where?

					sing.	dual	plural
Cerkev	**je**	**na**	**blok**	**+**	**em/u**	**ih/ih**	**ih/ih**
The church	*is*	*on*	*apartment building*				
Stanovanje		**v**	**kot**				
Apartment		*in*	*the corner*		*sing.*	*dual*	*plural*
Aktivnost		**o**	**rek~~a~~**	**+**	**i/i**	**ih/ah**	**ih/ah**
The activity		*about*	*river*				
Ulica		**ob**	**ulic~~a~~**				
street		*against/next to*	*road*		*sing.*	*dual*	*plural*
Pot		**po**	**cerk~~e~~v**	**+**	**i/i**	**ih/ih/eh**	**ih/ih/eh**
Path		*after, along*	*church*				
		pri	**aktivnost**				
		at	*activity*		*sing.*	*dual*	*plural*
			križišč~~e~~	**+**	**em/u**	**ih/ih**	**ih/ih**
			intersection				

Ali je aktivnost pri cerkvi?
Is the activity at the church?
Da, aktivnost je pri cerkvi.
Yes, the activity is at the church.
Ne, aktivnost je na kotu.
No, the activity is on the corner.

Ali je stanovanje v bloku?
Is the apartment in an apartment building?
Da, stanovanje je v bloku.
Yes the apartment is in an apartment building.
Ne, stanovanje je ob reki.
No the apartment is by the river.

Function: Asking and answering questions of time, date, and location
Context: Giving directions to Church activities and teaching appointments

Scenario

You and your companion just met Bronko while street contacting, and after a brief conversation he said that he wants to come to the Sunday meetings. Explain to him where the church is located and invite him to attend.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of Bronko and the other missionary playing the role of the missionary teaching.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You have just met Marko while street contacting and he would like to learn more about the gospel. He would like you to stop by his apartment next week. Ask him where his home is located and how to get there.

Instrumental Case: Orodnik

Da,
Yes
Ne,
No
Ali…?
(Question)
S kom?
With whom?
S čim?
With what?
Kje?
Where?

Aktivnost	**je**	**za**	**cerkvijo.**
The activity	*is*	*behind*	*the church.*
Cerkev	**bo**	**z/s**	
The Church	*will be*	*with*	
Zakramentni sestanek	**je**	**za**	
Sacrament meeting	*is*	*behind*	
Srečamo se		**med**	
We're meeting		*between/among/during*	
Aktivnost		**nad**	
Activity		*above*	
Bogoslužje		**pod**	
church services		*under/beneath*	
		pred	
		before/in front of	

hodnik *hallway* **+** **sestanek** *meeting*

	sing.	*dual*	*plural*
	im/om em	**ima/oma ema**	**imi/i**

stavb~~a~~ *building* **+** **sob~~a~~** *room*

	sing.	*dual*	*plural*
	o/o	**ima/ama**	**imi/ami**

cerk~~e~~v *church* **+** **aktivnost** *activity*

	sing.	*dual*	*plural*
	o/(i)jo	**ima/ma ema**	**imi/mi**

križišč~~e~~ *intersection* **+** **stanovanj~~e~~** *apartment*

	sing.	*dual*	*plural*
	im/om em	**ima/oma ema**	**imi/i**

Ali je cerkev za stavbo?
Is the church behind the building?
Da, cerkev je za stavbo.
Yes, the church is behind the building.
Ne, cerkev je med stavbama.
No, the church is between the two buildings.

Kje se srečamo?
Where are we meeting?
Srečamo se pred hodnikom.
We are meeting in front of the hallway.
Srečamo se pred cerkvijo.
We are meeting in front of the church.

Function: Asking and answering questions of time, date, and location
Context: Directing investigators to church meetings and activities

Scenario

You and your companion have been teaching a young couple, Matej and Katja for two weeks. They are planning on attending church for the first time this week. As part of your lesson you give them a tour of the church building to help them become more familiar with the church. Show Matej and Katja around the church building.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of Matej or Katja and the other as the missionary describing church. . Although this practice will foster the use of the grammar and vocabulary just learned, feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

The church is holding an open house, and you have been assigned to lead one of the tours with your companion. As you lead the group around, tell them about the building, and where various meetings take place.

Word Order Part 1

Da,
Yes,
Ne,
No,
Ali...?
(Question)
Kako?
How?
Zakaj?
Why?
Ko
When (statement)
Kdaj?
When?

	Dajalnik Pronouns		*Future Biti*	
Bog *God*	**mi** *to me*		**bo** *will*	**pričeval o resnici.** *testifiy of the truth.*
Bog *God* **Sveti Duh** *The Holy Ghost* **Nebeški Oče** *Heavenly Father* **Duh** *The Spirit*	**mi** *to me* **ti** *to you* **mu** *to him* **ji** *to her* **nam** *to us* **vam** *to you* **jim** *to them*	**(ne)** *(not)*	**bo** *he will*	**pričeval o resnici.** *testify of truth.* **govoril resnico.** *speak truth.* **odgovoril z mirom.** *answer with peace.* **povedal sporocilo o radosti.** *tell a message of joy.* **spremenil življenje.** *change one's life.* **potrdil resnico evangelija.** *confirm the truth of the gospel.* **pomagal razumeti evangelij.** *help/helped understand the gospel.*

Ali ji bo Sveti Duh potrdil resnico evangelija?
Will the Holy Ghost confirm the truth of the gospel to her?
Da, Sveti Duh ji bo potrdil resnico evangelija.
Yes, the Holy Ghost will confirm the truth of the gospel to her.
Ne, Sveti Duh ji ne bo potrdil resnice evangelija.
No, the Holy Ghost wil not confirm the truth of the gospel to her.

Ali mi bo Bog odgovoril z mirom?
Will God answer me with peace?
Da, Bog ti bo odgovoril z mirom.
Yes, God will answer you with peace.
Ne, Sveti Duh ti bo odgovoril z mirom.
No, the Holy Ghost will answer you with peace.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching and testifying of the Spirit

Scenario

You and your companion have met with Primož several times. He is having trouble understanding the how the Spirit will testify to him. Help him understand the role of the Holy Ghost and how it will testify to him.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of Primož and the other missionary playing the role of the missionary teaching.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

As you teach Maja she expresses doubts that the Spirit will testify to her. Help her understand the role of the Holy Ghost in testifying of truth.

Word Order Part 2

		Past Participles	*Reflexive Paricles*	*Tožilnik pronouns*	
	Kdaj *When*	**so** *did they*		**te** *you*	**poučevali o evangeliju?** *teach about the gospel?*
Da, *Yes,* **Ne,** *No,* **Ali…?** *(Question)*	**Kdo** *Who* **Kdaj** *When* **Ko** *When (statement)* **Kako** *How* **Zakaj** *Why*	**sem** *I (past)* **si** *you (past* **smo** *we (past)* **ste** *you (pl. past)* **so** *they (past)* **bi** *would*	**(se)** *oneself*	**me** *me* **te** *you* **ga** *him* **jo** *her* **nas** *us* **vas** *you (pl.)* **jih** *them*	**krstil(i)** *baptized* **poučeval(i) o evangliju** *taught about the gospel* **učil(i) o evangeliju** *learned about the gospel* **pokesal(i) svojih grehov** *repented of one's sins* **peljal(i) v cerkev** *brought to church* **povabil(i) na aktivnost** *invited to the activity* **pridobil(i) pričevanje** *gained a testimony* **približal(i) Kristusu** *drew closer to Christ*

Ali so te poučevali o evangeliju?
Did they teach you about the gospel?
Da, poučevali so me o evangeliju.
Yes, they taught me about the gospel.

Kdaj so vas peljali v cerkev?
When did they bring you to church?
Ko smo se učili o evangeliju.
When we learned about the gospel.

Function: Asking about and describing actions and events
Context:Teaching former investigators and less active members

Scenario

You and your companion are meeting with Blaž, a former investigator who has not had contact with missionaries for some time. Although he was almost baptized, he chose to stop investigating the church. Learn more about Blaž and his experiences to find out where is at spiritually, and if he would like to begin investigating again.

1. Practice: Arrange yourselves in pairs with one missionary playing the role of the investigator and the other missionary playing the role of the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You and your companion have just met Bojana, a less active member. She had wonderful experiences when coming to know the gospel. After being an active member for a few years she stopped coming to church. Learn more about Bojana and her experiences in oder to teach her and invite her to be active in the gospel.

Direct Objects of Negated Verbs

Ne	**pijemo**	**alkohola**
(We) don't	*drink*	*alcohol.*

Da, *Yes,*
Ne, *No,*
Ali…? *(Question)*
Zakaj? *Why?*
Kdaj? *When?*

Ne *Don't*

pijemo *we drink*
kadimo *we smoke*
jemljemo *we take*
uživamo *we enjoy (indulge in)*
jemo *we eat*

		sing.	dual	plural
alkohol *alcohol*	+	**ega/a**	**ih/ov ev**	**ih/ov ev**
pravi čaj *tea*				

		sing.	dual	plural
kav~~a~~ *coffee*	+	**e/e**	**ih/←**	**ih/ ←**
cigaret~~a~~ *cigarette*				
drog~~a~~ *drug*				

		sing.	dual	plural
piv~~o~~ *beer*	+	**ega/a**	**ih/←**	**ih/←**
vin~~o~~ *wine*				

Ali piješ pivo?
Do you drink beer?
Ne, ne pijem piva.
No I do not drink beer.
Ne, ne pijem alkohola.
No I do not drink alcohol.

Ali kadite cigarete?
Do you smoke cigarettes?
Ne, ne kadimo cigaret.
No we don't smoke cigarettes.
Ne, ne uživamo drog.
No, we don't use drugs.

The direct object of a negated verb goes into the genitive (rodilnik) case.

Function: Asking about and describing actions and events
Context: Teaching the Word of Wisdom

Scenario

Your investigator Blaž for some time now. As he gets closer to baptism you and your companion plan to teach him the Word of Wisdom. Help Blaž understand what substances we avoid in order to obey this commandment.

1. Practice: Arrange yourselves in pairs with one missionary playing the role of the investigator and the other missionary playing the role of the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Jože is a 37 year old man you meet while waiting to catch a bus downtown. He is very interested in healthy living, and has heard that the Church has a code of health. Teach Jože about the Word of Wisdom, and invite him to learn more about the Church.

Reflexive verbs are verbs which reflect the action to the subject of the senctence. In other words the subject acts on itself. For example, “We must help people,” as opposed to, “We must help ourselves.” In Slovene most verbs can be made into reflexive verbs to change the meaning of the sentence. Reflexive verbs are made by adding the reflexive particle “se” after the verb. Ex. Učiti- to teach. Učim raziskovalce- I teach investigators. Učiti se- to learn (teach oneself). Učim se o Jezusu- I am learning about Jesus. Reflexive verbs are used when actions affect the subject in the sentence instead of another object. Ex. Moramo spremeniti svoje navade- we must change our habits. Moramo se spremeniti- we must change. Determine whether a relfexive or non-reflexive verb would be used in the sentences below.

1. Christ changes lives.
2. We must change.
3. The Sacrament reminds us of Jesus.
4. When I take the Sacrament I remember Jesus.
5. As a missionary I prepare for lessons.
6. Missionaries prepare lessons.
7. During the Apostasy many truths were lost.
8. People corrupted many gospel truths during the Apostasy.
9. They prepared a lesson for Darko.
10. They prepared to teach Darko.
11. Wicked people corrupted the Doctrines of Christ.
12. The Doctrines of Christ were corrupted during the Apostasy.
13. Jesus returned to God at the end of His mortal ministry.
14. Our investigator returned her Book of Mormon to us.
15. The Atonement cleanses us from sin.
16. Alma was cleansed from sin.
17. Elder Smith washed the dishes.
18. We are cleansed through Jesus Christ.
19. They must change their lives.
20. He must change his ways.
21. As missionaries we feel good.
22. When investigators feel the spirit, they begin to change.
23. In this life our trials strengthen us.
24. We are strengthened through our trials in this life.

Reflexive verbs

Naš namen na zemlji je *Our purpose on earth is*	**da** *to*	**se** *ourselves*		**učimo** *we teach*	**o Jezusu Kristusu.** *about Jesus Christ.*

Da,
Yes,
Ne,
No,
Ali...?
(Question)
Kako?
How?
Zakaj?
Why?
Kdaj?
When?

Naš namen na zemlji je *Our purpose on earth is*	**da** *to (that)*	**se** *ourselves*	**(ne)** *not*	**učimo** *we learn*	**o Jezusu Kristusu** *about Jesus Christ*
Tukaj smo na zemlji *We are here on earth*				**pripravimo** *we prepare*	**na večno življenje** *for eternal life*
Bog nas je poslal *God sent us*				**spomnimo** *we remind*	**iz izkušnje** *from experience*
Naš cilj je *Our goal is*				**vrnemo** *we return*	**svojih zavez** *our covenants*
Bog želi *God desires*				**pokesamo** *we repent*	**živeti z družino za večnost** *to live with family for eternity*
					k Bogu *to God*
					v Božjo navzočnost *to the presence of God*
					svojih grehov *of our sins*
					vseh svojih napak *of all our mistakes*

Ali Bog želi, da se pokesamo svojih grehov?
Does God desire that we repent of our sins?
Da, Bog želi, da se pokesamo svojih grehov.
Yes, God desires that we repent of our sins.
Da, Bog želi, da se pokesamo vseh svojih napak.
Yes, God desires that we repent of all our mistakes.

Ali nas je Bog poslal, da se spomnimo svojih grehov?
Did God send so we could remember our sins?
Ne, Bog nas je poslal, da se ne spomnimo svojih grehov.
No, God sent us to not remember our sins.
Ne, Bog nas je poslal, da se spomnimo svojih zavez.
No, God sent us to remember our covenants.

The direct object of reflexive verbs is cased in rodilnik.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Discussing our purpose on earth

Scenario

You've just met Jure, a young college student who often wonders about the purpose of life. He expresses his desires to be a good person, but feels that there must be more to life than that. Help Jure understand the purpose of our lives on earth and how it affects him.

1. Practice: Arrange yourselves in pairs with one missionary playing the role of the investigator and the other missionary playing the role of the missionary.

2. Re-practice: Switch roles and repeat the activity.

Additional Scenario(s)

You are teaching Rok about the plan of salvation. He is a student at the University of Ljubljana, and during his time at school has begun to wonder about the purpose of his life on earth. Help him to understand why we're here on earth, and what purpose his life has.

Possessive Pronoun Svoj

Jezus Kristus *Jesus Christ*	**je dal** *gave*	**apostolom** *to the apostles*	**svoje** *one's own*	**pooblastilo.** *authority.*
Da, *Yes,* **Ne,** *No,* **Ali…?** *(Question)* **Kdaj?** *When?* **Zakaj?** *Why?* **Kako?** *How?*	**Nebeški Oče** *Heavenly Father* **Bog** *God* **Jezus Kristus** *Jesus Christ*	**je poslal** *sent* **je ustanovil** *established* **je učil** *taught* **je dal** *gave* **je razodel** *revealed*	**na zemljo** *to earth* **na zemlji** *on earth* **ljudi** *people* **apostolom** *to the apostles* **prerokom** *to the prophets*	**svojega** *one's own*	**sina** *son* **preroka** *prophet*
				svojo *one's own*	**resnico** *truth* **cerkev** *church*
				svoje *one's own*	**pooblastilo** *authority* **duhovništvo** *priesthood*
				svoj *one's own*	**evangelij** *gospel* **načrt** *plan*

Ali je Bog poslal svojega sina?
Did God send His own son?
Da, Bog je poslal svojega sina.
Yes, God sent His own son.

Ali je Jezus ustanovil svojo cerkev?
Did Jesus establish His church?
Da, Jezus je ustanovil svojo cerkev.
Yes, Jesus established His church.

Possessive pronouns are considered adjectives and follow adjective endings in the cases.

Function: Asking about and expressing possession and ownership
Context: The Savior's earthly ministry

Scenario

You are teaching Goran, a man who believes in Christ, but believes he can worship Him in his own way, and doesn't need a church. Teach Goran about the Saviors earthly ministry and how He estabilshed the gospel.

1. Practice: Arrange yourselves in pairs with one missionary playing the role as the man being taught and the other missionary as the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching a less active member, Cvetka, who is having trouble understanding why the Church is the only true church, and why the churches and traditions of his friends and family aren't correct. Help her understand that Christ showed us the truth by teaching his own gospel, and that he gave His apostles authority to spread the gospel, but that with the death of the apostles the simple truths were lost and replaced by traditions or opinions.

Reflexive Pronoun Sebe

	Jezus *Jesus*	**je** *he (past)*	**prevzel** *took*	**na sebe** *upon himself*	**naše grehe.** *our sins.*

Da,
Yes
Ne,
No
Ali…?
(Question)
Kako?
How?
Zakaj?
Why?

Jezus *Jesus* **Mi** *We* **Vi** *You (pl.)* **Odrešenik** *The Savior* **Odkupitelj** *The Redeemer*	**je** *he (past)* **smo** *we (past)* **ste** *you (past)*	**prevzel(i)** *took* **razvijali** *developed* **pustili** *left* **odganjali** *drove away*	**na sebe** *upon oneself* **v sebi** *in oneself* **za sabo** *behind oneself* **od sebe** *from oneself*	**naše grehe.** *our sins.* **vse naše šibkosti.** *all of our weaknesses.* **vse naše bolečine.** *all of our pains.* **Kristusovo ime s krstom.** *Christs name at baptism.* **vero v Kristusa.** *faith in Christ.* **predanost Kristusu.** *devotion to Christ.* **zvestobo Bogu.** *loyalty to God.* **svoje grehe.** *our own sins.* **svoje napake in krivdo.** *our mistakes and guilt.*

Ali je Jezus prevzel na sebe naše grehe?
Did Jesus take upon himself our sins?
Da, Jezus je prevzel na sebe naše grehe.
Yes, Jesus took upon himself our sins.
Da, Jezus je prevzel na sebe vse naše šibkosti.
Yes, Jesus took upon himself all of our weaknesses.

Ali smo mi prevzeli na sebe svoje grehe?
Did we take upon ourselves our own sins?
Ne, nismo prevzeli na sebe svojih grehov.
No, we did not take upon ourselves our own sins.
Ne, Kristus je prevzel na sebe naše grehe.
No, Christ took upon himself our sins.

Function: Asking about and describing actions and events
Context: Teaching about the Atonement and making covenants

Scenario

You are teaching Jelka, who expresses her doubts about her ability to overcome her weaknesses in life. Testify to her about the Atonement, and how using it enables us to overcome sin and weakness.

1. Practice: Arrange yourselves in pairs with one missionary playing the role of the investigator and the other as the missionary teaching the principle.

2. Re-practice: Switch roles, and practice teaching again.

Additional Scenario(s)

While teaching your investigator Boštjan about the process of repentance, he asks you about the importance of covenants and how they work. Teach Boštjan how our loyalty to Christ develops as we use the Atonement and that this prepares us for covenants.

Imperative

Da
Yes
Ne
No
Ali?
(Question)
Kako?
How?
Kdaj?
When?
Zakaj?
Why?

Čakaj
wait

Verbs in aš

čakati → **čakaš** → **čakaj**
to wait *you wait* *wait!*

delati → **delaš** → **delaj**
to do/work *you work* *work!*

dati → **daš** → **daj**
to give *you give* *give!*

Verbs in eš & iš

moliti → **moliš** → **moli**
to pray *you pray* *pray!*

začeti → **začneš** → **začni**
to start *you start* *start!*

brati → **bereš** → **beri**
to read *you read* *read!*

Verbs in uješ

načrtovati → **načrtuješ** → **načrtuj**
to plan *you plan* *plan!*

preučevati → **preučuješ** → **preučuj**
to study *you study* *study!*

	sing.	*dual*	*plural*
	-	**-va**	**-mo**
+	**-**	**-ta**	**-te**

na odgovor!
for an answer!

na (za) odgovor
for an answer
z marljivostjo
with diligence
z vero
with faith
čas za razmišljanje
time to ponder
vse zapovedi
all the commandments
Mormonovo knjigo
the Book of Mormon
Božjo besedo
the word of God
moliti vsak dan
to pray everyday
brati svete spise dnevno
to read the scriptures daily
na (za) vodstvo
for guidance

Ali naj molim za odgovor?
Should I pray for an answer?
Da, moli za odgovor!
Yes, pray for an answer!

Kako delam za odgovor?
How do I work for an answer?
Preučuj Božjo besedo!
Study the word of God!
Začni moliti vsak dan!
Start praying everyday!

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching investigators how to receive revelation

Scenario

Your investigator Reneja is having trouble receiving and recognizing an answer about the Book of Mormon. Help her understand what she can do to better receive revelation from Heavenly Father.

1. Practice: Arrange yourselves in pairs with one missionary playing the role of Reneja on the phone and the other missionary playing the role of the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

As your lesson with Matej draws to a close, he asks you how he can build a stronger relationship with God in order to receive guidance from Him. Help Matej understand how to build an effective relationship with God, and what he can do to receive guidance from Him.

Conditional

Ti		**bi**	**molila**					**za odgovor.**
you		*would*	*pray*					*for an answer.*
Jaz			**vpraša-ti**					**(za) odgovor**
I			*to ask (question)*					*(for) an answer*
Ti	**(Ne)**	**bi**	**bra-ti**					**Mormonovo knjigo**
You	*not*	*would*	*to read*			*sing.*	*dual*	*plural*	*Book of Mormon*
On/Ona			**moli-ti**		**M**	**l**	**la**	**li**	**Svetega Duha**
He/She			*to pray*						*Holy Ghost*
Mi			**prosi-ti**	**+**	**Ž**	**la**	**li**	**le**	**Božji nacrt**
We			*to ask (favor)*						*God's plan*
Vi			**občuti-ti**		**S**	**lo**	**li**	**la**	**Sveto Pismo**
You (pl.)			*to feel*						*The Bible*
Oni			**vede-ti**						**da je resnično**
They			*to know*						*that it is true*
Midva/Midve			**razume-ti**						**resnico**
We two			*to understand*						*the truth*
Vidva/Vidve			**preje-ti**						**osebno razodetje**
You two			*to receive*						*personal revelation*
Onadva/Onidve			**spozna-ti**						**Boga**
They two			*to come to know*						*God*

Da
Yes
Ne
No
Ali…?
(Question)
Kako?
How?
Zakaj?
Why?
Kdaj?
When?
Če
If
Za
For

Ali bi vi prosili za osebno razodetje?
Would you ask for personal revelation?
Da, mi bi prosili za osebno razodetje.
Yes, we would ask for personal revelation.
Da, mi bi molili za odgovor.
Yes, we would pray for an answer.

Kako bi ti prosila za Svetega Duha?
How would you ask for the Holy Ghost?
Jaz bi molila za Svetega Duha.
I would pray for the Holy Ghost.
Jaz bi brala Sveto Pismo.
I would read the Bible.

With conditional a lot of times you will not use a pronoun (i.e. jaz, ti mi) unless you want to clarify the subject. If everyone is aware of what the subject is, or can understand it by context, a pronoun is not needed

Function: Asking and answering questions of cause and effect
Context: Helping others make and keep commitments

Scenario

Your investigator, a 30 year old woman named Cvetka, expresses frustration that she has not received an answer yet about what you have taught her so far. Help her understand what she must do in order to receive the revelation she needs.

1. Practice: Arrange yourselves in pairs with one missionary playing the role of Cvetka and the other missionary playing the role of the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching a man named Borut about the importance of scripture study in the revelatory process. Help him understand how reading the scriptures is a key component to receiving guidance from God.

Should and Should Have

Jaz *I*		**bi moral** *should*	**spolnjevati zapoevdi.** *keep the commandments.*	
Da, *Yes,* **Ne,** *No,* **Ali...?** *(Question)* **Kako?** *How?*	**Jaz** *I* **On** *He* **Mi** *We* **Oni** *They*	**(ne)** *(not)*	**bi moral(i)** *should*	**spolnjevati zapovedi.** *keep the commandments.* **moliti vsak dan.** *pray everyday.* **brati Mormonovo knjigo.** *read the Book of Mormon.* **priti na bogoslužje.** *come to church services.*
			naj (ne) bi *should (not) have*	**bral(i)** *read.* **molil(i)** *prayed* **prosil(i)**	**Mormonovo knjigo.** *The Book of Mormon.* **svete spise.** *the scriptures* **o Josephu Smithu.** *about Joseph Smith.* **za odgovor od Boga.** *for an answer from God.* **za potrditev od Svetega Duha.** *for a confirmation from the Spirit.*

Ali bi oni morali moliti vsak dan?
Should they pray every day?
Da, oni bi morali moliti vsak dan.
Yes, they should pray every day.
Ne, oni ne bi morali moliti vsak dan.
No, they shouldn't pray every day.

Ali naj bi on bral Mormonovo knjigo?
Should he have read the Book of Mormon?
Da, on naj bi bral Mormonovo knjigo.
Yes, he should have read the Book of Mormon.
Ne, on naj ne bi bral Mormonove knjige.
No, he should not have read the Book of Mormon.

As with bi, generally pronouns aren't needed unless you need to specify who is doing the action.

Function: Asking and answering questions of cause and effect
Context: Teaching investigators to receive answers

Scenario

You and your companion are teaching Darko. After talking to a member friend, he wanted to meet with missionaries to learn more about Joseph Smith. Teach Darko about Joseph Smith and how he can receive confirmation from Heavenly Father that Joseph Smith was a prophet.

1. Practice: Arrange yourselves into pairs with the missionaries both as themselves.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are speaking with Danica who is struggling to gain a testimony of the restoration. Although she is reading the Book of Mormon she has not been consistently praying about it. Help Danica understand the importance of prayer in receiving revelation.

Negation of Location

	Božjega pooblastila *God's authority*	**ni bilo** *was not*	**na zemlji.** *on earth.*
Da, *Yes* **Ne,** *No,* **Ali…?** *(Question)* **Kje?** *Where?* **Zakaj?** *Why?* **Ker** *Because*	**Božjega pooblastila** *God's authority* **Kristusovih apostolov** *Jesus Christ's apostles* **Božje cerkve** *God's church* **Preroka** *A prophet* **Kristusovih učencev** *Christs disciples* **Polnosti evangelija** *The fulness of the Gospel* **Evangeljiskih resnic** *The truths of the Gospel* **Resničnih naukov** *The true doctrines* **Duhovništva** *The priesthood*	**ni bilo** *was not/were no longer*	**na zemlji** *on earth* **med ljudmi** *among the people* **v cerkvi** *in the church* **na svetu** *in the world* **tukaj** *here* **tam** *there*

Ali je bila Božja cerkev na zemlji?
Was the church of God on the earth?
Ne, Božje cerkve ni bilo na zemlji.
No, God's church was not on the earth.

Zakaj resničnih naukov ni bilo med ljudmi ?
Why were the true doctrines no longer among the people?
Ker Kristusovih apostolov ni bilo na svetu.
Because Christ's apostles were no longer on the earth.

When saying something is not there, the object that is not present is put into the genitive case. You are literally saying, of this there is not.

Scenario

You are teaching Goran who believes in Christ, but believes that His church and God's authority remained on the earth after the death of the apostles. Help Goran understand the Great Apostasy, and how God's church and authority were absent before the restoration. Invite him to learn more of the restored gospel.

1. Practice: Arrange yourselves in pairs with one missionary playing the role as the man being taught and the other missionary as the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching Dušan, a 34 year old man who believes in the Catholic church and regularly attends. He asks you why God would need to restore His church. Teach Dušan the truths of the Apostasy to help him see the need for a restoration.

Da, Ki, and Kar are conjuctions that may be translated as follows: Da- that/in order that/to Ki-which Kar- what (non-question)/that which.

EX: God wants us to return to Him. Translation: Bog želi, da se vrnemo k njemu.
A prophet is a man, which is called by God. Translation: Prerok je človek, ki ga pokliče Bog.
We are blessed when we do what is right. Translation: Ko delamo, kar je prav, smo blagosloljeni.

Read the sentences below in English and state whether da, ki, or kar would be used as the conjunction.

1. I know that God lives.
2. God tells us what we should do.
3. The priesthood is authority, which God gives to prophets.
4. Thomas Monson is the prophet, which we follow.
5. God prepares a way for us to do what he commands.
6. God wants us to become like Him.
7. Adam fell that men might be.
8. If you do what is right, God will bless you.
9. We ask thee to watch over our families.
10. The Book of Mormon teaches us what God expects of us.
11. There are people searching for the truth which we must teach.
12. If we follow the prophet, we will always know what God wants us to do.
13. In order to be baptized, you need to quit smoking.
14. We want you to come to know the truth for yourself.
15. They are grateful for the blessings which they have received.
16. How can we be more grateful for what God has given us?
17. Everyday we make decisions which change our lives.
18. I believe that the Book of Mormon is true.
19. In order to repent, we must first recognize our sins.
20. A revelation is guidance which comes from God.

Prerok je človek,	**ki**	**je**	**poklican od Bog.**
The prophet is a man	*that*	*is*	*called of/by God.*

Da,
Yes,
Ne,
No,
Ali...?
(question)
Kako?
How?

Prerok je človek
A prophet is a man
Apostol je človek
An apostle is a man
Predsednik Monson je človek
President Monson is a man
Prerok je glasnik
A prophet is a messenger
Predsednik Monson je glasnik
President Monson is a messenger

ki
which/that

je
is
ima
has
dobi
receives
ga
him

poklican od Boga.
called of/by God.
Božji glasnik.
a messenger of God.
Božje pooblastilo.
God's authority.
vodstvo od Boga.
guidance from God.
razodetje od Boga.
revelation from God.
pokliče Bog.
God calls.
navdihuje Sveti Duh.
the Holy Ghost inspires.
vodi Jezus.
Jesus leads.
Bog pošlje med ljudi.
God sends among people.

Ali je prerok človek, ki dobi vodstvo od Boga?
Is a prophet a man that receive guidance from God?
Da, prerok je človek, ki dobi vodstvo od Boga.
Yes a prophet is man that receive guidance from God.
Da, prerok je človek, ki dobi razodetje od Boga.
Yes, a prophet is a man that receives revelation from God.

Ali je prerok človek, ki ga Bog pošlje?
Is a prophet a man that God sends?
Da, prerok je človek, ki ga Bog pošlje.
Yes, a prophet is a man that God sends.
Da, prerok je človek, ki ga pokliče Bog.
Yes, a prophet is a man that God calls.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about prophets and dispensations

Scenario

You and your companion are teaching a 40 year old catholic man named Jure. You have taught him once before, but he needs a better understanding of prophets and authority. Help Jure understand the role of a prophet and how prophets could help him.

1. Practice: Arrange yourselves into pairs with one missionary as Jure and the other as the missionary teaching.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are out tracting when you meet a Katja who believes in God, but that each person has their own personal connection and doesn't need prophets to guide them. Teach Katja the role of a prophet and how prophets can bless her life.

Da and Kar

Da,
Yes,
Ne,
No,
Ali...?
(Question)
Kako?
How?
Zakaj?
Why?

Bog nas je poslal *God sent us*	**da** *to/in order that*	**se učimo** *learn*	**iz izkušnje.** *from experience.*
Bog nas je poslal, *God sent us* **Tukaj smo na zemlji,** *We are here on earth* **Bog želi** *God desires us* **Naš cilj je** *Our goal is*	**da** *to/ in order that*	**se pokesamo** *repent* **se učimo** *learn* **se vrnemo** *return*	**svojih grehov.** *of our sins.* **iz izkušnje.** *from experience.* **k Bogu.** *to God.* **v Božjo navzočnost.** *to God's presence.* **svojih napak.** *of our mistakes.*
Ko delamo *When we do* **Ko želimo** *When we desire* **Ko izberemo** *When we choose* **Ko sprejmemo** *When we accept*	**to, kar** *that which* **kar** *what*	**je prav,** *is right,* **moramo,** *we must,* **je pravično** *is righteous* **je dobro** *is good*	**Bog je srečen.** *God is Happy.* **Bog nas blagoslovi.** *God blesses us.* **Bog nas nagradi.** *God rewards us.* **lahko imamo Svetega Duha ob sebi.** *we can have the Spirit to be with us.*

Ali smo tukaj na zemlji, da se učimo iz izkušnje?
Are we here on earth to learn from experience?
Da, tukaj smo na zemlji, da se učimo iz izkušnje.
Yes, we are here on earth to learn from experience.
Ne, tukaj smo na zemlji, da se ne učimo iz izkušnje.
No, we are here on earth not to learn from our mistakes.

Ali je Bog srečen, ko delamo to, kar je prav?
Is God happy when we do what is right?
Da, ko delamo to, kar je prav, Bog je srečen.
Yes when we do what is right God is happy.
Da, ko delamo to, kar je prav, Bog nas blagoslovi.
Yes, when we do what is right, God blesses us.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Discussing our purpose on earth

Scenario

You and your companion are teaching Urška, a 20 year old believer you briefly met while street contacting. Though she believes in God, she is unsure of her purpose on earth. Help her to learn the truth of her purpose here on earth.

1. Practice: Arrange yourselves into pairs with one missionary as Urška, and the other as the missionary teaching.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching Rok, who has recently graduated from college and just started a great new job. In spite of this Rok feels that there must be more to life than what he currently has. He believes in a God, but is unsure as to what purpose he could have here on earth. Testiy to him of our purpose on earth, and why it's important to him.

Kateri

Večno življenje je točka,	**do katere**	**hočemo priti.**
Eternal life is the point	*to which*	*we want come.*

Da,
Yes,
Ne,
No,
Ali...?
(Question)
Zakaj?
Why?

Večno življenje je točka,
Eternal life is the point
Odkupna daritev je dar,
The Atonement is the gift
Mormonova knjiga je knijga,
The book of Mormon is the book
Jezus je človek,
Jesus is the man
Jezus je Odrešenik
Jesus is the Savior

do katere
to which
zaradi katerega
because of which
s katero
with which
o katerem
about which
h kateremu
to which

hočemo priti
we want to come
pridobimo večno življenje
we gain eternal life
ga je spreobrnila
she converted him
se spreobrnemo
we convert
pričujemo
we testify
poučujemo raziskovalce
we teach investigators
peljemo druge
we bring others
pomagamo drugim
we help others

Ali je Jezus človek, o katerem pričujemo?
Is Jesus the man about which we testfiy?
Da, Jezus je človek, o katerem pričujemo.
Yes, Jesus is the man about which we testify.
Da, Jezus je človek, o katerem poučujemo raziskovalce.
Yes, Jesus is the man about which we teach investigators.

Ali je Mormonova knjiga knjiga, s katero pomagamo drugim?
Is the Book of Mormon the book, with which we help others?
Da, Mormonova knjiga je knjiga, s katero pomagamo drugim.
Yes, the Book of Mormon is the book with which we help others.
Da, Mormonova knjiga je knjiga, s katero poučujemo raziskovalce.
Yes, the Book of Mormon is the book, with which we teach investigators.

Kateri is cased as an adjective.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about Jesus and eternal life

Scenario

You and your companion have been teaching Anica, who has never had religion in her life. She believes in God and likes the idea of Jesus Christ, but still needs to learn more about Christs role as our Savior. Help her understand the role of Jesus Christ in our obtaining eternal life.

1. Practice: Arrange yourselves into pairs with one missionary as the investigator and the other as the missionary teaching.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Tadeja has been learning about the gospel for sometime. She brought up questions in her last lesson that indicate she is having trouble understanding how Christ is connected to her salvation. Help her understand how Christ helps us obtain eternal life.

Days of the Week

Lahko se dobimo	**v**	**torek**	**za**	**lekcijo**
We can get together	*on*	*Tuesday*	*for*	*a lesson*

Da,
Yes,
Ne,
No,
Ali…?
(Question)

Lahko se dobimo	**v**	**torek**	**za**	**lekcijo**
We can get together	*on*	*Tuesday*	*for*	*a lesson*
Ne moremo se dobiti		**sredo**		**aktivnost**
We can't get together		*Wednesday*		*activity*
Lahko se srečamo		**ponedeljek**		**ognjišče**
We can meet		*Monday*		*fireside*
		nedeljo		**območno konferenco**
		Sunday		*zone conference*
		petek		**sestanek okrožja**
		Friday		*district meeting*
Dobimo se	**ob**	**torkih**	**za**	**bogoslužje**
We get together	*on (continual)*	*Tuesdays*	*for*	*worship services*
Lahko se dobimo		**sredah**		**družinski večer**
We can get together		*Wednesdays*		*family home evening*
Srečamo se		**ponedelkih**		**inštitut**
We meet		*Mondays*		*institute*
		nedeljah		**angleški tečaj**
		Sundays		*English class*
		petkih		**lekcije**
		Fridays		*lessons*

Ali imamo bogosluzje ob ponedelkih?
Do we have church services on Mondays?
Ne, imamo bogosluzje ob nedeljah.
No, we have church services on Sundays.
Ne, imamo družinski večer ob ponedeljkih.
No we have family home evening on Mondays.

Ali se lahko dobimo v sredo za lekcijo?
Can we get together on Wenesday for a lesson.
Da, lahko se dobimo v sredo za lekcijo.
Yes, we can get together on Wednesday for a lesson.
Ne, ne moremo se dobiti v sredo za lekcijo.
No, we can't get together for a lesson on Wednesday.

Function: Asking about and answering questions of time, date, and location
Context: Setting up an appointment and scheduling missionary activities

Scenario

You just finished a street contact with a young man named Vlado and would like to set up an appointment to teach him.

1. Practice: Arrange yourselves in pairs with one missionary playing the role of Vlado and the other missionary playing the role of the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are finishing up weekly planning with your companion. Go over what you have planned for each day of the week including the meetings and events that occur regularly.

Read the sentences below and decide whether a perfective or imperfective verb would be used. Explain the sentence requires a perfective or imperfective verb.

1. Will you read the fourth chapter tonight?
2. Can we stop by tomorrow night?
3. The Holy Ghost teaches truth.
4. Yes, I will read this chapter tonight.
5. Do you go to church?
6. God prepared a plan for us.
7. Do you pray?
8. God called a prophet in our time.
9. Will you read this verse?
10. Why do you pray?
11. The prophet directs the church today.
12. They drink and smoke.
13. I am reading a new conference talk.
14. Christ gave his apostles authority.
15. Jure is studying for a test.
16. God promises us eternal life if we obey Him.
17. Heavenly Father blesses us for having faith.
18. They felt the Holy Ghost when they repented of their sins.
19. We receive counsel from prophets and apostles.
20. Will you be baptized when you receive a testimony?

Dates

Ali se boste	udeležili	bogoslužje	prvega	maja?
will you	*attend*	*church*	*on the first*	*of May?*

Da,
Yes,
Ne,
No,
Kdaj?
When?
Ali...?
(Question)

Ali (se) boste
Will you (formal)

krstili
be baptized
prišli
come
šli
go
določili
set/determine

na bogoslužje
to church
na krstno bogoslužje
to a baptismal service
datum krsta
a baptismal date
na duhovniški sestanek
to priesthood meeting
cilj za krst
a goal for baptism
na generalno konferenco
to general conference

prvega
on the first
drugega
on the 2nd
tretega
on the 3rd
četrtega
on the 4th
petega
on the 5th
štiriindvajsetega
on the 24th
sedemnajstega
on the 17th
devetnajstega
on the 19th
osemindvajsetega
on the 28th

januarja
of January
februarja
of February
marca
of March
aprila
of April
maja
of May
junija
of June
julija
of July
oktobra
of October
decembra
of December

Ali se boste krstili tretega aprila?
Will you be baptized on April 3rd?
Da, krstil se bom tretega aprila.
Yes, I will be baptized on the 3rd of April.
Ne, krstil se bom sedemnajstega aprila.
No, I will baptized on April 17th.

Dates always use the cardinal numbers in the singular masculine genitive with the endings (ega/a).

Function: Asking and answering questions of time, date, and location
Context: Inviting investigators to baptism and church meetings

Scenario

You and your companion are teaching Katja. She has told you she has recently started searching for God by attending worship services of many different faiths. You feel strongly that you should invite her to set a goal to be baptized in the coming weeks. Help Katja set a specific goal for baptism, and invite her to attend church meetings.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of the senior companion and the other playing the role as the new missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Matjaž has been learning about the gospel for several weeks. Although he has been receptive to the gospel and kept other commitments, he has struggled to attend church. Find out what concerns he might have about church attendance, and invite him to attend on a specific date.

Effect of Quantity on Verbs

Veliko	**ljudi**	**je**	**bilo**	**hudobnih.**
a lot of	*people*	*did*	*were*	*wicked.*

Da,
Yes,
Ne,
No,
Ali…?
(Question)
Koliko…?
How much/many?

Veliko	**ljudi**	**je**	**bilo**	**hudobnih**
A lot of	*people*	*did*	*were*	*wicked*
Malo	**dobrih ljudi**		**obstajalo**	**izgubljenih**
A few/litte	*good people*		*existed*	*lost*
Nekaj	**cerkev**		**verovalo**	**v Kristusa**
Some	*churches*		*believed*	*in Christ*
Toliko	**resnic**		**iskalo**	**v Boga**
So many	*truths*		*searched*	*in God*
Več	**naukov**		**postalo**	**resnico**
More	*doctrines*		*became*	*truth*
Mnogo	**članov**		**ostalo**	**na zemlji**
Many	*members*		*remained*	*on earth*
	učencev			**izkrivljenih**
	disciples			*corrupted*
	apostolov			**popačnih**
	apostles			*distorted*
	uredb			**spremljenih**
	ordinances			*changed*
				Božjo cerkev
				God's church

Ali je bilo veliko resnic izkrivljenih?
Were a lot of truths corrupted?
Da, veliko resnic je bilo izkrivljenih.
Yes, a lot of truths were corrupted.

Ali je obstajalo veliko cerkev?
Did a lot of churches exist?
Ne, veliko cerkev ni obstajalo.
Yes, a lot of churches existed.

Having 5 or more of something puts the noun into the genitive case.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching the Great Apostasy

Scenario

You and your companion are teaching an investigator with whom you have met with twice before about the great apostasy. The investigator's name is Jernej. He is 24 years old and raised Catholic but does not attend regularly. He believes in God and is Christian but does not belong to any one religion. Help prepare Jernej to learn about the restoration by teaching him about the Great Apostasy and why we needed a restoration.

1. Practice: Arrange yourselves into pairs with one missionary playing the role of Jernej and the other missionary playing the role of the missionary teaching.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Appendix

Case and or To Chart:

Imenovalnik

	S	D	P
M			
Ž			
Ž²			
S			

Rodilnik

	S	D	P
M			
Ž			
Ž²			
S			

Dajalnik

	S	D	P
M			
Ž			
Ž²			
S			

Tožilnik

	S	D	P
M			
Ž			
Ž²			
S			

Mestnik

	S	D	P
M			
Ž			
Ž²			
S			

Orodnik

	S	D	P
M			
Ž			
Ž²			
S			

The Cases:

Imenovalnik

	S	D	P
M	-/-	a/a	i/i
Ž	a/a	i/i	e/e
Ž²	a/-	i/i	e/i
S	o/e o/e	i/i	a/a

Rodilnik

	S	D	P
M	ega/a	ih/ov ev	ih/ov ev
Ž	e/e	ih/ ←	ih/ ←
Ž²	e/i	ih/i	ih/i
S	ega/a	ih/ ←	ih/ ←

Dajalnik

	S	D	P
M	emu/u	ima/oma ema	im/om em
Ž	i/i	ima/ama	im/am
Ž²	i/i	ima/ma	im/im
S	emu/u	ima/oma ema	im/om em

Tožilnik

	S	D	P
M	ega/a -/-	a/a	e/e
Ž	o/o	i/i	e/e
Ž²	o/-	i/i	e/i
S	o/e o/e	i/i	a/a

Mestnik

	S	D	P
M	em/u	ih/ih	ih/ih
Ž	i/i	ih/ah	ih/ah
Ž²	i/i	ih/ih or eh	ih/ih or eh
S	em/u	ih/ih	ih/ih

Orodnik

	S	D	P
M	im/om em	ima/oma ema	imi/i
Ž	o/o	ima/ama	imi/ami
Ž²	o/jo	ima/ma ema	imi/mi
S	im/om em	ima/oma ema	imi/i

The Pronouns and Prepositions:

Imenovalnik

Jaz *I*	**Midva/midve** *We two*	**Mi** *We*
Ti *you*	**Vidva/vidve** *You two*	**Vi** *You (pl.)*
On/ona/ono *He/her/it*	**Onadva/onadve** *Them two*	**Oni/one/ona** *Them all*

Rodilnik

Mene (me) *Me*	**Naju** *Us two*	**Nas** *Us*
Tebe (te) *You*	**Vaju** *You two*	**Vas** *You*
Njega (ga) *him* **Nje (je)** *her* **Njega (ga)** *it*	**Njiju (ju)** *Them two*	**Njih (jih)** *them*

Blizu-*near*
Iz-*from (out of)*
Od-*from*
Okoli/okrog-*around*
Preko-*through*
zaradi-*because of*
Zraven-*beside*
Poleg-*besides*
iznad-*from above*
izpod-*from below*
izza-*from behind*
izpred-*from in front*
izmed-*from amoung*
z/s-*from off of*
do-*until*
namesto-*instead of*
mimo-*past*
sredi-*in the middle of*
razen-*except*
glede-*concerning*
brez-*without*

Dajalnik

Meni (mi) *me*	**Nama** *Us two*	**Nam** *Us*
Tebi (ti) *You*	**Vama** *You two*	**Vam** *You*
Njemu (mu) *him* **Njej (ji)** *her* **Njemu (mu)** *it*	**Njima (jima)** *Them two*	**Njim (jim)** *them*

Proti-*against*
k/h-*to*
kljub-*despite/in spite of*

Tožilnik

Mene (me) *Me*	**Naju** *Us two*	**Nas** *Us*
Tebe (te) *You*	**Vaju** *You two*	**Vas** *You*
Njega (ga) *him* **Njo (jo)** *her* **Njega (ga)** *it*	**Njiju (ju)** *Them two*	**Njih (jih)** *them*

Za-*for*
Na-*onto*
v-*into*
nad-*above*
pod-*below*
med-*among/between*
pred-*before*
po-*after*
čez-*across*
ob-*against*
skozi-*through*

Mestnik

Meni *me*	**Naju** *Us two*	**Nas** *Us*
Tebi *You*	**Vaju** *You two*	**Vas** *You*
Njem *him* **Njej** *her* **Njem** *it*	**Njiju** *Them two*	**Njih** *them*

Pri-*at*
Ob-*against/near*
Na-*on*
v-*in*
po-*after*
o-*about*

Orodnik

Menoj/mano *me*	**Nama** *Us two*	**Nami** *Us*
Teboj/tabo *You*	**Vama** *You two*	**Vami** *You*
Njim *him* **Njo** *her* **Njim** *it*	**Njima** *Them two*	**Njimi** *them*

Nad-*above*
Pod-*below*
Med-*among/between*
z/s-*with*
pred-*before*
za-*behind*

Clitic Order Chart

Present Biti & Bi	Reflexive particles	Dajalnik pronouns	Tožilnik pronouns	Rodilnik pronouns	Furture Biti and Je
Sem *I am/I (past)*	**Se** *reflexive*	**Mi** *to me*	**Me** *me*	**Me** *me*	**Bom** *I will*
Si *your are/you (past)*	**Si** *Dajalnik reflexive particle*	**Ti** *to you*	**Te** *you*	**Te** *you*	**Boš** *you will*
Sva *we (2)are/we(2) (past)*		**Mu** *to him/it*	**Ga** *him/it*	**Ga** *him/it*	**Bo** *he/she/it will*
Sta *you (2) are/you (2) (past)*		**Ji** *to her*	**Jo** *her*	**Je** *her*	**Bova** *we (2) will*
Sta *they (2) are/they (2) (past)*		**Nama** *to us (2)*	**Naju** *us (2)*	**Naju** *us (2)*	**Bosta** *you (2) will*
Smo *we are/we (past)*		**Vama** *to you (2)*	**Vaju** *you (2)*	**Vaju** *you (2)*	**Bosta** *they (2) will*
Ste *you are/you (past)*		**Jima** *to them (2)*	**Njiju** *them (2)*	**Njiju** *them (2)*	**Bomo** *we will*
So *They are/They (past)*		**Nam** *to us*	**Nas** *us*	**Nas** *us*	**Boste** *you (plural) will*
Bi *Would*		**Vam** *To you (plural)*	**Vas** *you (plural)*	**Vas** *you (plural)*	**Bodo** *they will*
		Jim *to them*	**Jih** *them*	**Jih** *them*	**Je** *he/she/it is(present/past)*

Verb Family Charts

ovati/ evati

ujem	**ujeva**	**ujemo**	**načrtovati** → *to plan*	**načrtujem** *I plan*
uješ	**ujeta**	**ujete**	**spolnjevati** → *to keep (commandments)*	**spolnjujem** *I keep*
uje	**ujeta**	**ujejo**	**poučevati** → *to teach*	**poučujem** *I teach*

eti

im	**iva**	**imo**	**živeti** → *to live*	**živim** *I live*
iš	**ita**	**ite**	**videti** → *to see*	**vidiš** *I see*
i	**ita**	**ijo**	**sedeti** → *to sit*	**sedim** *I sit*

četi

čnem	**čneva**	**čnemo**	**začeti** → *to start*	**začnem** *I start*
čneš	**čneta**	**čnete**	**početi** → *to do*	**počnem** *I do*
čne	**čneta**	**čnejo**		

eči

čem	**čeva**	**čemo**	**reči** → *to say*	**rečem** *I say*
češ	**četa**	**čete**	**peči** → *to bake*	**pečem** *I bake*
če	**četa**	**čejo**	**vleči** → *to pull*	**vlečem** *I pull*

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